

3 John 1:4 - I have no greater joy than to hear that my children walk in truth.

Dedications

I'd like to dedicate this research paper to my heroic Wife. She convinced me that our children deserved to be nurtured and taught at home even though I initially resisted her inspired promptings. She was right and I love her.

To my Mother for patiently teaching a frustrated 8-year-old how to read when it felt impossible and for teaching me what truth feels like.

To my Father for showing me how an honorable man acts and encouraging me to be accountable to the people that matter.

To John Taylor Gatto for teaching me that I can make a difference and that I'm not crazy for feeling the way I did in the classroom. Although we never met in person I hope to carry on where you left off.

To my sister Amie for teaching me about grace, courage, perseverance, and honoring the minds of children.

To all the people over the years who asked why we homeschool our children. Due to the time constraints of casual conversation, I couldn't give you a full explanation. Please accept this paper as my answer.

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PART 5: Frequently Asked Questions

Preface

I began writing this paper in August 2019 to carefully analyze all of the reasons we left public school. Secondly our family, friends, and even strangers have asked my wife and I why we homeschool. It can be challenging to answer this question in an impromptu conversation where time is short. Another challenge that presents itself in these conversations is that people start challenging our views which creates an atmosphere of debate rather than sincerely trying to understand why we homeschool. I'm open to debating the subject but I think it would be helpful for the other side to see my evidence before that happens so we can debate reality rather than feelings. If anyone wants to know why we made this choice they will need to do some reading.

The words in this paper are mine but my wife and I have discussed all of these topics over the years. We share many of the same reasons for homeschooling but some of our reasons are based on personal experiences. I've intentionally left some of these experiences out of this paper because they are of a spiritual nature. I'm open to the idea that I may be wrong about some of the information contained in this paper but the evidence against the public school system is so overwhelming that half of this paper could be completely wrong and it would still be worth teaching our children at home. I think our children are happier as a result of our decision to teach them at home.

Disclaimer, we are not without flaw. We lose our patience, we don't know it all, and we are constantly trying to self-correct. We don't want our children with us 24/7. We want them to have adventures. We want them to chase their true passions. We want them to make mistakes and grow through those mistakes. We don't want them to be afraid of failure. We rely on our faith in Heavenly Father to help us guide and raise our family. In the end, the student is the real teacher. We encourage our children to learn on their own as often as possible. We want them to question deeply. We love them more than anyone else on this planet! My goal is to share some of the evidence and opinions that have pushed us away from the public education system. I decided to start compiling my thoughts first and then improve the draft later. The topics in this paper are not in any order of importance. The reader can decide what level of importance each category has for their family.

In this document, you will find evidence of the structural problems that exist in the public school system. I hope you'll be able to see the bigger picture of what the tool of public schooling was designed to do from the start. What you and I might see as a bug in the system is more likely a feature of the system. In several cases I share things to show the contrast between public and home school so you can see what is possible when you detach from it. You'll notice that some evidence is boy specific. That's because our oldest children are boys. We're particularly interested in how boys learn. As you read this paper you might be convinced that public school is a problem but you might still have doubts about the viability of homeschooling.

My goal is to encourage you to reconsider exposing your kids to the poison of the system. Once you can entertain the idea that public education might be poison hurting children we can have a conversation about nutrition and fitness. The system is designed to take the leading role in teaching everything and more recently this has included transformative values training. Parents are expected to support the school rather than the school taking on the supporting role and letting parents be in charge. They like you to think it's a "team" effort but they just give you a team jersey to be nice. Keep in mind the teaching of gender confusion and race theory are just the latest problems in public education but the system had massive structural problems before these teachings came into vogue.

I believe that parents have a sacred duty and responsibility to educate their children. Public school is but one possible resource. Since when did it become the best and only resource for academic instruction? Do you call one company to repair something in your home or do you call a specific company depending on the service you need? Perhaps you'll just fix it yourself once in a while. For many parents homeschooling is about protecting children but for many of those same parents it's also about facilitating their child's education by learning how to find the best source of instruction and or curriculum for their child.

A common misconception is that parents must rely on their own knowledge to do all the teaching. In some cases, parents may feel comfortable filling that role but in others, parents might just connect their children with the best teaching or mentoring source. Is it weird to not accept a one-stop-shop approach to education? Some people think so. It's only weird because some people believe the lie that all of the best teachers exist in the public school system or they are good enough and don't think beyond that point. For some school is just too convenient to think beyond it. Imagine going to an ENT doctor for everything. That makes no sense which is why many doctors specialize. Finding the best educational provider allows a parent to help their child focus in any area they want to. Homeschoolers don't need to accept that a class is full or that a course isn't being offered. Focusing on learning any subject is possible with homeschooling. That isn't weird, that's beautiful!

After homeschooling for so many years, I think one-stop educational shopping is weird. We don't need to be certified to find an appropriate teacher. We can find certified teachers but we get to decide what certified means in each case. For some subjects, there may not even be a certifying body. It's usually easy to tell if a mentor or teacher is an expert in their chosen field. They may even try to show evidence of expertise to win your business. It's odd to be doing so much to help your child become the adult they were destined to be and yet so many people think what we're doing is irresponsible.

If we help out with our child's homework and school projects, volunteer in the classroom, donate to fund raisers, attend a parent-teacher conference, and join the PTA we get pats on the back but if we decide to spend even more time and energy finding teachers and curriculum outside of the public system we are seen by some as freaks who are ignorantly damaging our children. The message is, to be involved in your child's education but not too involved and we should leave the heavy academic lifting to the certified government teachers employed by our local public schools.

Because the public education system is generational it's hard for some to even consider pulling away from it especially if sports, band, or school clubs are involved. Did you know that in many states you can homeschool and participate in school sports? I hope that after reading this paper it encourages you to look for alternatives to public ed. Even if you don't choose homeschool I hope you will have the motivation and courage to find any alternative to the public education system. The deeper you dig into this topic the more you will understand the true nature and character of the public school machine. The more you ponder and pray about public education the stronger your conviction to opt out will become. Perhaps you will be led to continue sending your children to public school but at least you will do so armed with the knowledge in this paper. Some alternative options to public education include private schools, co-ops, or pods. Let the evidence contained in this paper be the "last straw" you've been waiting for.

Author's Note

This research paper contains the writings of many authors, data from “official” sources, some anecdotal evidence, and my editorial commentary where appropriate. Typically I share the source of the evidence along with the links to the original URL, an archive URL (things get scrubbed off the internet all the time), as well as a QR code for those reading the printed format. In most cases, I quote parts of articles and excerpts from books to give you a sense of what you will see when you click through to the link.

Below the quoted portion of text (in bold) you'll find my commentary. Some of the content I share in this paper was written by seekers of educational truth who have passed away. I've credited these authors where applicable. In some cases, the amount of text I've shared may exceed fair use. In those cases, I've tried to contact the family for permission to use their content, or I know these authors wanted their work shared even if it meant losing out on financial compensation. Charlotte Thomson Iserbyt is one of the authors who has specifically invited passing out copies of her work. I believe I'm honoring these authors by sharing their work. My goal is to bring credit to their ideas.

This research paper is for educational purposes only. You are welcome to use anything I've written without permission. At the end of the paper, I've included an FAQ so please don't miss that. You might want to read that first. If you're reading a digital copy I would encourage you to use the word search function to return to a source quickly. This topic is so vast and evidence so prolific that I could have written well over 1000 pages without blinking an eye. In the majority of cases, I've linked to Utah-specific stories so that my focus is a bit more targeted. There are certain national stories that I felt were important to include. I've tried to give you a sense of what's going on in the land of public schools. It's up to you to research the rest and decide what information is important to you.

I want the youth of the world to make it through early education without experiencing burnout, a loss of self, or losing that spark of curiosity we're all born with. Education should never involve force. Imagine being a caretaker of young elephants. If you fail to show kindness and respect to elephants while young they'll grow up with a memory of resentment instilled in their spirits. This memory may cause everyone a lot of trouble when the young elephants grow up.

Let us not assume that we are older spirits than our children. Physically we arrived ahead of them but they may have been our teachers in the pre-mortal realm. We must provide for our children's needs and secure their safety. Beyond that, we need to play an active roll in facilitating our children's education and growth. We should give respect to God by cherishing our children's gifts and agency. I think we should try to teach the way Jesus Christ would. People follow Him because they love Him and want to be like Him, not because he uses force or because we know he's smarter than we are.

I believe there was a debate in heaven before we were born. One side wanted to force compliance so that we could avoid sin and return to our Heavenly Father spotless (without sin). The other side allowed us to choose right or wrong and provided for a loving Savior who would pay for our sins when we chose wrong if we repented and tried to repair any harm we may have caused someone else and forsake our sins. People would have the choice to learn from their mistakes or they could ignore God and reject everything. The adversary required strict obedience for our own good of course. He would get all the credit in the end. Jesus respects our freedom to choose.

Compulsory schooling does not respect agency. I think we should fiercely defend learning environments for children. We should help them educate themselves the way you helped them learn to walk. Certainly we held their hands and helped them learn to walk but they were responsible for most of the work. Did you notice that walking isn't something you had to talk them into? At a certain point, you couldn't stop them from becoming good walkers and then runners. WE didn't do that. Let's ask our children what they want to be today before we think of the future. Let's allow them to major in some of the things that are important to them now. I don't mean that we should give their major "lip service", let's give photography as much serious support as we would for math. Why would one wait until college to major in something? And yet the most important things so many parents push so hard for is "the basics" as if their passion is somehow lesser than the basics. Our children should learn both at a pace that doesn't stunt their growth.

Assumption Test

I have compiled a list of common educational assumptions. I thought it would be interesting to challenge you to identify which assumptions ring true for you before you read this paper. Once you finish reading this paper you can return to this list and see if any of your assumptions have changed.

The public school system might inadvertently hurt some children but it helps far more children than it hurts.

There is no such thing as a perfect system. The public school system is good enough.

If a parent's child is failing in public school that's because that parent wasn't involved enough.

By removing a child from public school a parent robs their child of valuable life experience they can only obtain through attending public school.

Schools do a good job of keeping children safe.

The United States produces so much innovation. That innovation is mainly the result of a great public education system.

Whatever talents one has developed would not have been possible without participation in public school.

You don't have the credentials to be an authority on the public school system so your criticism isn't valid.

Students fail public school. Public school doesn't fail students.

Our economy would fall apart if we all start homeschooling our children.

Only rich people can homeschool.

To offer children equal opportunities, we need a large tax-funded organization to give every child rich or poor a chance.

Homeschool parents are dangerously over protective.

Important education only occurs through scientifically developed curricula administered by state-certified experts acting in well-funded classrooms.

Parents can rest easy knowing that a trusted team of curriculum developers has identified the most important information their child needs to know to become a contributing member of society.

Without the carefully molding hands of educational experts a child's mind, body, and soul will degrade into a terrifying mutation of the ideal form. Children are only what we make them.

We need schools to correct the backward ideas of the majority of parents.

Public education preys on your primal fear of not providing our children with a better life than we have. Our children must achieve more than we did or we did something wrong. Stay in school kids. Just make sure it's a public school.

All successful people go to college.

Mass homeschooling would create an epidemic of uneducated losers only capable of manual labor.

The main purpose of education is to get a good job.

Sitting in a desk for hours per day is good for most children.

PART 1: The Physical Dangers of Public School

Classrooms of Chaos and the “Room Clear”

'Room Clear' becoming the norm in classrooms across Arizona – 10/8/2019

<https://www.abc15.com/news/region-phoenix-metro/central-phoenix/room-clear-becoming-the-norm-in-classrooms-across-arizona>

<https://archive.ph/e4zA1>



“PHOENIX — Playing out across all public schools in Arizona, the term "room clear" is becoming all too common the case for students and teachers. "The students, unfortunately, know the procedure very well. When you say "clear the room," everyone gets up, everything is left behind, they just get up and they go," said an Arizona teacher who wished to remain anonymous. The teacher shared detailed information about what happens in the classroom; information not always shared with parents or others in the community. "Clear the room," is the cue words a teacher uses when she calls administration for help and when she or he evacuates a classroom when a student is displaying physical attacks on himself, others, the teacher, or destroying the classroom. "It happens regularly," the teacher said. Last year it happened a lot."

"I've been hit, I've been kicked, I've been choked. That was the most scary one actually," said the teacher. "A couple of times I had to clear the room and everyone had to leave so we could handle the one student needing the support, which isn't fair because nobody is learning at that point." The teacher adds that the situation shows itself in all grade levels. A "clear the room" can be prompted by a kindergartner throwing a tantrum, kicking and destroying property, to a junior high student tackling his or her teacher, as was the case for this teacher. "I wasn't willing to allow him to sacrifice his face so I sacrificed my body to protect him. He asked me if I was alive after we went through the wall and when I responded yes and I'm hurt I said can you please get off me and the student stood up and he apologized and then he spit on me," she said."

Many people question our sanity when they find out my wife and I homeschool our children. Some people even think we're irresponsible for homeschooling our children. I wonder if those who question us know what a room clear is. If they are aware enough to know what a room clear is do they support public schools using them to protect children? I think parents assume the “problem” child would be removed from the rest of the class. I don't think most people would support letting a student tear a class room apart or hurt teachers.

The teacher in the story above went through a wall and then was spit on! If it happens regularly then there should be a better system in place to deal with this type of thing. In some cases, the state legislature ties teachers' hands. They won't restrain a child unless they're posing a grave threat to another student. Imagine one government entity passing a law that creates a problem in another government entity downstream... Under these circumstances, teachers have no choice but to help other students get to a safe place. Besides the safety aspect, another negative of a room clear is that it stops any learning that might otherwise be taking place for the other students. One student can make a decision that leads to all students missing out. This is

yet another downside of teaching so many kids in the same place. The reason I named this paper “Room Clear” and featured this topic first is because I think “Room Clear” is a metaphor for what we’ve done for our children by homeschooling them.

We see the numerous dangers present in the public school system but our hands are tied as far as removing those dangers so we have no other option but to clear the room of our children and leave the system to its inevitable fate. All parents could understand a teacher moving the class away from the physical danger posed by another student and yet when we move our children away from danger we’re judged as irresponsible or even a bit crazy. The only way that can happen is if other parents don’t see the dangers. If they did perhaps they would opt their children out of public school. Over the next 400+ pages, I’ve written or found evidence that I hope will convince you to make the same decision.

If you read every page please consider the totality of the evidence presented. When you hear about a strange education story here or there or hear about something that happens in your local school it might be hard to see the picture each little pixel of information is creating. The picture I see is one of chaos, waste, fraud, abuse, lost opportunity, psychosis, opportunism, mind control, social engineering, passing the buck, data collection, globalism, and evil brought to you by everyone who allows it to continue. That sounds like harsh hyperbole but I will address all of these topics over the next 400+ pages.

Some parents think the system is “good enough” or they view their children’s education through the lens of their own educational experience 20 years ago and say, “I turned out fine.” I can assure you the system is much different than it was even 20 years ago. I don’t mean different in a better way, I mean it has all the bad you experienced plus a lot more including the infamous Room Clear. Some parents offer the advice, “just be involved in your child’s education and everything will be fine” or “just teach your child correct principles when they get home” but I think those parents may be a little naïve to assume they can counter balance the weight of the system and peers.

Even though we homeschool peers are still a problem sometimes but at school you have no control over your child’s cell mates. It’s worth pointing out that the teacher being interviewed above wanted to remain anonymous and she pointed out that parents and the community aren’t always made aware of the details of room clears. Why the secrecy? Secrecy should be a red flag for all parents. Another thing I noticed searching for the topic of a room clear is that it is a term used by military and or police conducting operations to eliminate threats in a building. I’m not saying there is a real connection between the tactical and school use of the phrase but perhaps it is a poor choice of wording by whoever started using it in a school setting. I found it interesting to see the two meanings intermingled on the first search page. I was aware of the tactical meaning of the term first and then I heard about school systems adopting the phrase to keep children safe.

Classrooms in Crisis: Classroom damage – 3/28/2019

https://www.youtube.com/watch?v=iJ5fmKAK_LQ&t=8s



“New photos show what can happen when a disruptive student forces a classroom to be cleared.”

Here is a news story reporting on Room Clears in Oregon schools. This story allows you to get a good visual of the aftermath of a room clear. Interestingly the previous story was reported on a

little later in the year than this story. Perhaps students have online groups informing them of the chaos they can get away with in school now. This would not have been allowed in my late 1970s classroom. In the following story, you can hear teachers talk about their first-hand experiences of student-on-teacher violence.

Classrooms in Crisis: Outbursts plaguing Oregon classrooms – 2/4/2019

<https://www.youtube.com/watch?v=Om7yVbuap9k>



“Teachers across Oregon say they are seeing outbursts and disruptive behavior from students at an unprecedented rate. The situation has gotten so dire that the Oregon Education Association – the union that represents 44,000 teachers across the state – plans to release a report this week calling classroom disruptions a “significant and growing problem in Oregon classrooms.”

Watch this news report from Oregon to see teachers describe the chaos and violence that goes on in their classrooms daily and how it limits learning. Their stories illustrate the psychosis I’m trying to make you aware of. Please note the solution presented is more resources (money). I have some bad news ladies, this won’t fix your problems. Continuing to tweak, tune, and spend money on a system that is structurally unsound to begin with is a fool’s errand. When parents act the way they do (leaving the majority of the teaching to government experts and being part-time parents) and you force this many students of the same age into a room all day you’re going to have problems. That isn’t the way most children learn. Please watch this video and reconsider where you educate your children. This is a problem in every state, not just Oregon. Children are going crazy and making other children crazy.

Institutional Petri Dish

With hundreds of kids in close proximity touching their mouths, and noses all day long as well as touching doors, computers, playground equipment, etc. we will experience more sickness if our children attend public school. This equates to higher medical costs and probable loss of work for me since sickness tends to hit me the hardest due to my disability. We have experienced many parents sending obviously sick children to school even though the school sends out announcements that parents should keep their kids home. The problem is many parents have to work so there is nobody to stay home with them so they send them to school and place many kids at risk to avoid losing pay or possibly their job if kids are sick enough. This is a systematic problem unrelated to who is running an individual school. If you pack that many kids together it can't be stopped. Our kids still interact with friends so they do still get exposed to bugs but I believe the risk is reduced as compared to sending them to public school.

2020-2022 Update

As far as education goes the pandemic barely impacted our family. We were not subject to the constant schedule changes, forcing our kids to mask and social distance all day, the increased risk of exposure to sickness, watching our kids go through social and mental whiplash that many of our neighbors went through, (we know of some young people who were borderline suicidal), or the testing and forced isolation requirements. In the middle of a pandemic when the world seemed to be losing its collective mind it was nice not to add educating to the list of new challenges. The massive resources of the public education system couldn't provide continuity of education for the families involved. Everyone did their best but it was very traumatic for so many families who aren't used to at-home learning.

Of course, we didn't start homeschooling to avoid the consequences of a worldwide pandemic but being self-sufficient helped us keep our sanity. As of early 2022 case counts are rising again, some districts are back to masks, and the debate about switching back to online school is being discussed at the latest school board meeting. The local teachers are tired and they can barely staff classrooms with subs. Teachers are going to school sick and tired and students are spending multiple periods in the gym with anyone they can get to fill in. We will continue to do our thing. Student safety will always be an illusion in modern public schools. A pandemic is just another threat they can't possibly control effectively.

The pandemic script couldn't have been acted out so perfectly without the conformity of thought that school promotes in children. I feel bad for what the people still involved with the public education system choose or are forced to endure. As noted in this paper there are quite a few compromises they must endure if nothing changes. I'm happy they still have the freedom to try something new. If your children still go to public school I hope that you will consider an alternative, any alternative to educating your children. They are counting on you.



Drink the Poison

Floor sealant served to students instead of milk was mistakenly stored in food warehouse, Alaska school district says

<https://www.cnn.com/2022/06/17/us/alaska-students-floor-sealant-milk-investigation/index.html>

<https://archive.ph/yJJ50>



“(CNN) - An investigation into how 12 elementary school students in Juneau, Alaska, were served floor sealant instead of milk at a child care program has revealed the chemical was mistakenly stored in a food warehouse, school district officials said. In the spring of 2021, one pallet of floor sealant was erroneously delivered as part of a shelf-stable milk shipment to a warehouse used to store food for the Juneau School District, the district said in its latest update. The floor sealant was later served to a group of students at the RALLY summer care program held at Sit’ Eeti Shaanáx-Glacier Valley Elementary School as part of the breakfast, according to the district. Soon after, the students began complaining the milk they were served tasted bad and was burning their throats and mouths, the district said.

The investigation found the outside contractor responsible for making student breakfasts ran out of milk and sent staff to the warehouse to get more. Three boxes of the sealant were retrieved, one of which was brought back to the school, the district said. In all, the district said, 12 children and two adults drank the chemical believing it was milk. After the children complained, staff "immediately smelled and tasted the 'milk' and looked at the container labels," and quickly found the children had actually been given "slightly scented liquid floor sealant resembling milk," the district said.

Once RALLY staff and workers from the outside contractor, NANA Management Services (NMS), realized the mistake, a RALLY site manager contacted poison control, the district said. After parents were notified, some students were taken to a nearby hospital or their medical provider, the district said, adding some children also experienced headaches and nausea along with the burning in their mouths and throats.”

"NMS's highest priority is the safety and well-being of our employees, clients, and the communities we serve," the contractor NMS said in a statement. "Our safety team was immediately dispatched to Juneau on the day of the incident to investigate and assess every contributing factor to determine how this happened. We are working in cooperation with the Juneau School District, the Juneau Police, the City and Borough of Juneau, the Alaska Department of Environmental Conservation, and the warehouse contractor." The statement added, "To prevent a similar event from ever taking place in the future, we are implementing a corrective action plan that includes additional safety measures and renewed checks and balances. We deeply regret this mistake and the distress to families and other members of our community."

“All sealant in the school has been accounted for and stored away from food service areas, the school district said, and the food storage warehouse has been inspected to ensure it now contains only food items. "On Wednesday, the facility and operations were inspected by the State of Alaska Department of Environmental Conservation (DEC) Food Safety and Sanitation Office. DEC Food Safety approved the facility for continuing

operations," the statement said. "DEC is also conducting an investigation and is expected to follow up on recommendations. The district is also preparing to submit "corrective action plans" to the DEC, the statement said. The school also said there was a delay in notifying parents after the mistake was discovered, which has led them to evaluate the program's communication protocols for quicker alerts. "There was a delay in parent notification which was longer than it should have been. This caused families to learn about the situation from other people, which is not best practice," the district statement said. The Juneau School District Board of Education will hold a special public meeting on Friday, which representatives of NMS will attend, it said."

They are investigating how this happened. Nobody read the label on the bottle, that's how... Why aren't charges being filed? Negligent poisoning is a crime right? Perhaps the government could fine itself and the contractor. They would of course use tax money to pay the fine. Perhaps we shouldn't trust the public school system to feed children and if they can't handle feeding them we certainly shouldn't trust them to educate our precious children. In nearly every single story of negligence, the district or contractor reiterates how important safety is to them. They have a safety team who was immediately dispatched? Does this happen enough to warrant the full-time employment of a team?

Safety clearly wasn't important enough to hire employees who can discern milk from floor cleaner. I've never accidentally confused food with household chemicals. If I did I could be reported to child protective services for a full investigation. I think it's funny the staff "immediately smelled and tasted the "milk" and looked at the container labels." Your first inclination to possible poisoning of students is to taste it yourself before checking the label? I would likely smell the "milk" but tasting it would be really dumb. Perhaps I don't understand the stress these staff members are subjected to and how that might impact their judgment. It is only 12 students and 2 adults so maybe I'm making a mountain out of a mole hill. It might sound crazy but these are very common excuses any time the system is criticized. This is a BIG deal! Take note that this happened at a summer care program. Parents can't be expected to care for their children when school is out.

Perhaps shelf-stable "garbage food" isn't what should be provided to under privileged kids. How many times will the general public give the system a pass? The sad truth is as long as the public school system is needed to fill in for parents who believe in the myth that school educates children well, believe they could never personally facilitate their children's education, have no choice but to work, or who can't stand being with their children too much will offer an unlimited pass to the system filling in for them. School really is a jobs program but not in the way you might think. School may prepare you in some way for a job but the real ugly utility of public school is to ensure that you have the time to work without worrying too much about your little ones. You as a parent are a state helper in raising children. I've written more about joint custody later in this paper.

The Fernald Science Club

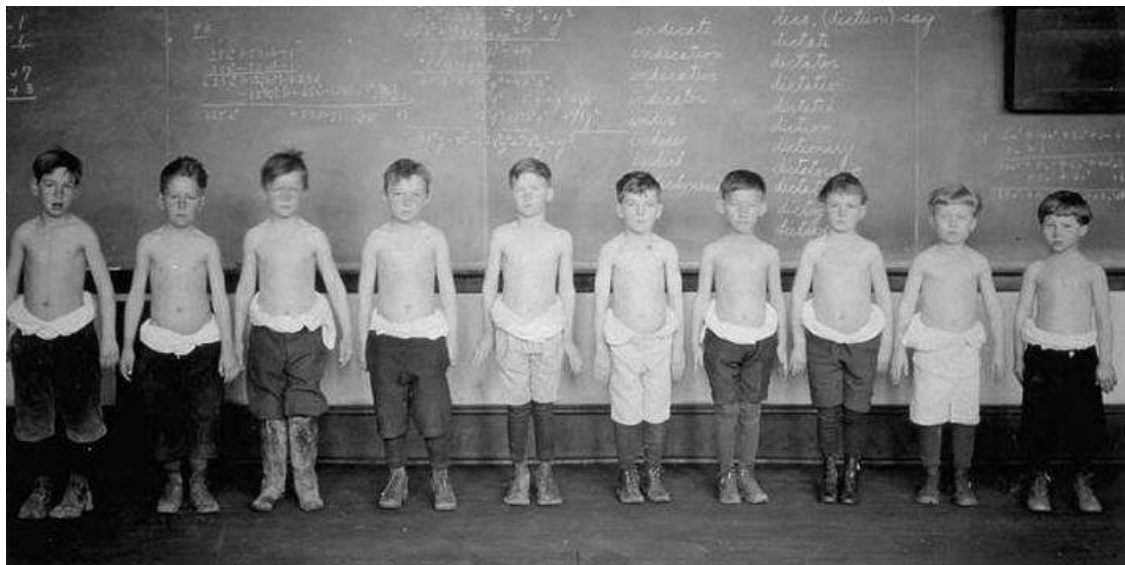
1944–1956: Radioactive nutrition experiments on retarded children by Harvard and MIT – 12/29/2014

<https://ahrp.org/1944-1956-radioactive-nutrition-experiments-conducted-by-harvard-and-mit-on-disabled-children/>

<https://archive.ph/qBR2N>



“In December of 1993, Scott Allen, a journalist at the Boston Globe, uncovered documents showing years of ethically dubious experiments conducted on Fernald Center youth. The day after Christmas, he published an article, “Radiation Used on Retarded,” noting that “Records at the Fernald State School list them as “morons,” but the researchers from MIT and Harvard University called the retarded teen-age boys who took part in their radiation experiments “the Fernald Science Club.” Developmentally disabled children at the Fernald State School and a state School in Waltham, Massachusetts were subjected to radioactive nutrition experiments sponsored by the AEC conducted by Harvard University and MIT researchers. The children were fed Quaker Oats breakfast cereal containing radioactive tracers to test absorption of plant minerals and calcium. Parents were never informed that radioactive elements were involved in the tests.”



“In the name of science, members of the club would eat cereal mixed with radioactive milk for breakfast or digest a series of iron supplements that gave them the radiation-equivalent of at least 50 chest X-rays. From 1946 to 1956, scores of retarded teen-agers consumed radioactive food to help the researchers better understand the human digestive process.”

“There is absolutely no ground for caution regarding the quantities of radioactive substances which we would use in our experiments,” Massachusetts Institute of Technology biochemist Robert S. Harris assured Fernald’s superintendent in a letter proposing the research in December 1945. At least some consent forms sent home to parents or guardians do not mention radiation.” “Based on figures in an unpublished report on the project, the children’s spleens were exposed to between 544 and 1,024

millirems of radiation over the course of seven meals. By comparison, the typical American receives about 300 millirems of radiation from natural sources each year.”

“Though never secret — researchers published the results of the Fernald studies in scholarly journals — details of the research effort, funded partly by Quaker Oats Co. and the US Atomic Energy Commission, have sat in a jumble of boxes in the Fernald School library until now.”

“It’s very important that the public begin to see that secrecy at bottom is what lets this happen,” said David Rush of Tufts University’s Human Nutrition Research Center, who has written a book on radiation exposure to defense workers. He called the Fernald experiments “something of which American medicine should be ashamed.” But Constantine Maletskos, a former MIT researcher who studied how teenagers at Fernald metabolized radioactive calcium, defended the experiments, saying they yielded important information about nutrition. “I feel just as good about it today as the day I did it,” he said, “The attitude of the scientists was we’re going to do this in the best way possible. . . . They would get the minimum radiation they could possibly get and have the experiment work.”

“They told me I shouldn’t have kids and I shouldn’t get married. They said I might have a defect, that I had something wrong with me. They said ‘You aren’t stabilized and you shouldn’t have kids because of what you have.’ I didn’t know what I had. Nobody ever told me. I thought I was like everyone else. But I was only a kid. I had no interest in getting married, I was only fourteen years old. And to tell the truth, I just wanted out of there,” recalls Charles Dyer...

I considered placing this story in the “Snapshots of Public Education History” section due to the age of the story but I want to ensure everyone skimming this book sees this important story. If the system perpetrated poisoning vulnerable children under the guise of science and helping children then what else is yet to be uncovered? Do you really think the system has developed a conscience over the last 60-70 years? Perhaps modern regulations have put an end to this madness. The public school system is still poisoning its captive audience. The poison is physical, mental, emotional, and spiritual. Read the rest of this paper to find out how it does this. Although this information was available in a few science journals this story and a few others weren’t really acknowledged by the government until the mid-1990s! Even today I don’t believe most people are aware that this happened.

November 2nd, 1949

Dear Parent,

The Massachusetts Institute of Technology and this institution are very much interested in various aspects of nutrition, particularly how the body absorbs various cereals, irons, and vitamins. We are considering the selection of a group of our brighter patients, including [name of child], to receive a special diet rich in the above-mentioned substances for a period of time. These studies will cause no discomfort or change in the patient, other than a possible improvement.

MIT plans to reward patients taking part. Your son has agreed to volunteer because the boys who belong to the Science Club have many additional privileges. They...are taken to a baseball game, to the beach and to some outside dinners and they enjoy it greatly. You may rest assured that I personally feel this project will...considerably benefit mankind.

I hope that you have no objection that your son is voluntarily participating in this study.

Sincerely yours,

Clemens E. Benda, M.D.

Fernald Clinical Director

Approved: _____

Above you will see the consent letter that some parents of children attending Fernald State School were supposedly sent. There is no mention of radiation testing. In fact, the director mentions a "possible improvement." Note the psychological chicanery at play in this "consent" letter. Why should parents let their children participate? The first selling point is a reward or "additional privileges". Everyone likes a nice juicy carrot right? How often do you think these parents were notified that their developmentally disabled son would be rewarded at school? Next, the director explains that "your son" has already "agreed to volunteer" because there are so many benefits of participating in the "Science Club."

Can you imagine a face-to-face conversation between the director and a parent and hearing the director say, "we've cleared this with your developmentally disabled son and he says we're all set?" Creating a "Science Club" may have given parents the impression that their son might have a passion or special ability for something academic so of course they would want to support that. In the first paragraph, the director mentions that they are selecting "a group of our brighter patients, including your son." After this, all pretense is gone and the director details the additional privileges the students will earn. The letter should have said, "If it's alright with you some experts from MIT are going to dose your child's breakfast with high levels of radiation.

To compensate for any future health problems your son is likely to experience we'll go on lots of fun field trips." Then the director preys upon the parent's sense of humanity by claiming that this project "your son" will considerably benefit mankind. I never met any of these parents but I imagine some of them may have wondered how or if their son would benefit mankind. If so then the director was certainly preying upon this uncertainty. The last line of the letter is worded strangely. The letter is asking for consent but written as if the student "is" already in the program

and the parent will need to opt-out to stop it. Why didn't these scientists eat the radiation themselves for the benefit of mankind? I suppose their conscience was clear because these kids were already damaged...

The coercive or sales language in this letter has likely been used in many school consent letters since 1949. Consent letters shouldn't include any bias. How many consent letters left out parts of the truth in exchange for special privileges like pizza and ice cream parties? The public school system loves to reinforce the pizza party hierarchy. Getting you and your child on board with their plans can range from dosing children's milk with radiation to making sure you don't opt your child out of state testing to fund raisers selling chocolate bars to pay for things our tax dollars should have already paid for.

They can build an \$80-100 million dollar high school but they have to tap the community again to pay for the rest apparently. The "Fernald Science Club" experiment was pure evil! How dare they damage some of the most vulnerable among us? I don't want to leave this story without mentioning that the "Fernald Science Club" was sponsored by the Quaker Oats Co. and the US Atomic Energy Commission. Perhaps the public education system should stop partnering with corporations (Facebook).



Fernald State School A.k.a Massachusetts School for Idiotic Children

Pedagogy of Pain, the Incredible Story of Violence in Public School

Our children have experienced physical violence at school. This includes witnessing violence against other students and being the victim of student-on-student violence directly. We have noticed our local administrators don't usually react appropriately when called upon to do so. They pay lip service to action but the reality is nothing is usually done so our kids just have to deal with it which they do but it's a huge distraction and something I want to avoid. A few years ago my son was surprise-slapped across the face by a kid just standing in line. It was completely unprovoked. We made the teacher and principal aware as soon as we found out. They acted as if they were going to do something but were having trouble reaching the other child's parents. I kept the conversation going but never heard any resolution. Then during an assembly, the same kid starts punching my son in the back. I reached out to admin again and got no response. Since the end of the school year was two weeks away I guess they decided to forget about it. This same principal was famous for NOT dealing with things like this properly. Here is a Facebook conversation my wife started when the event with our son occurred. Several other parents and a teacher weigh in on the topic. This teacher said two concerning things.

The first is, "Our hands get tied down more than anyone would like to admit" and the second is "Email isn't always the best as sometimes it's filed away to be taken care of and forgotten." Perhaps we don't need teachers with trauma-sensitive training as you'll learn about in about 100 pages, or CRE (conflict resolution education), or restorative programs. We just need to deal with the problems when they come up rather than tying the teacher's hands or filing problems away until the parent reaches out again and again. A dirty little secret of public education is that parents are often seen by teachers and admin as the problem and even a nuisance or a roadblock to education. I've heard teachers and admins complain about parents. Sure parents pay the bills but they are considered lay-people by the system operators. This comic explains what I mean pretty well:



12:47 📶 🔋

< [Redacted] May 23, 2016 · [Redacted] ...

What do you do about bullies in schools? Isn't there a zero tolerance policy? #yeahright #completebs

👍 Like 💬 Comment ➦ Share

[Redacted] and 10 others

[Redacted]

I have yet to figure out a satisfactory solution to this problem. My attempt in Eagle Mountain was disastrous. In a recent situation I reminded my boy that he still has real friends and he doesn't need to pay attention to the bully. I'm not sure how it's working so far.

5y Like Reply

[Redacted]

I'm sorry, nothing worked for you. 😞

5y Like Reply

[Redacted]

Write a reply...

[Redacted]

It's you that has to have a zero tolerance policy, let the school, parents, and bully know, that you will not tolerate it.

5y Like Reply 3 👍

[Redacted]

Carbon fiber knuckles.

📷 Write a comment... 🗨️ GIF 😊

🏠 📺 👤 📌 🔔 ☰

12:47 📶 🔋

< [Redacted] May 23, 2016 · [Redacted] ...

[Redacted]

Call the kids parents! Schools don't do crap! So sorry you're dealing with it 😞

5y Like Reply

[Redacted]

The school supposedly can't even get ahold of the parents. Hmm...

5y Like Reply

[Redacted]

Most parents of bullies don't do much either. Half the time they themselves are also bullies.

5y Like Reply 2 👍

[Redacted]

Write a reply...

[Redacted]

Bullying is never going to go away, it may not seem like the right thing to do, but you gotta teach a kid to stand up for them selves and fight if necessary, it's a problem that's only going to get worse with a weakened down society

5y Like Reply 7 👍

[Redacted]

Exactly what I've told him to do. I'm waiting for the call to come in, telling me MY kid hit someone.

📷 Write a comment... 🗨️ GIF 😊

🏠 📺 👤 📌 🔔 ☰



12:47



< [Redacted] May 23, 2016 · [Redacted]

I should mention, the first time something happened...this kid turned my kid around and slapped him a cross the face. Excuse me?! 😡 we emailed the teacher, just asking the policy on something like this. Didn't get a response, so we emailed the principal. He told us that the teacher passed it on to him and he was in the process of getting ahold of the parents. That was last week, now today, we find out the same kid has been hitting my kid today.

5y Like Reply



Oh no! Krav Mega classes?? Srsly though, I would be hunting down the kids parents! 😞😞

5y Like Reply

Are all your kids in public school now or just the one? We had some bully issues when Kate was in 2nd and 3rd grade.



5y Like Reply

Yep.

5y Like Reply

Write a comment... [GIF] [Smiley]



12:47



< [Redacted] May 23, 2016 · [Redacted]

Physical bullying is easier. Mental/emotional is hard. We told our kids they had permission to end a fight but never start one. And when it happened and the principal called to discuss school policy, I politely explained Austin policy. And since they were unable to prevent it, we had taught our kids to end it.

5y Like Reply



I don't understand that! I get that we don't need to tattle in every little thing, but it seems that when a kid does something, the teachers will tell them not to, but come on. Kids know that's about all they can do. Since it's happened a couple of times now, it proves there's an issue, and I know, like in your situation, nothing will actually be done until the other kid fights back. Then, they're both suspended, even though the one kid was just sticking up for himself or others.

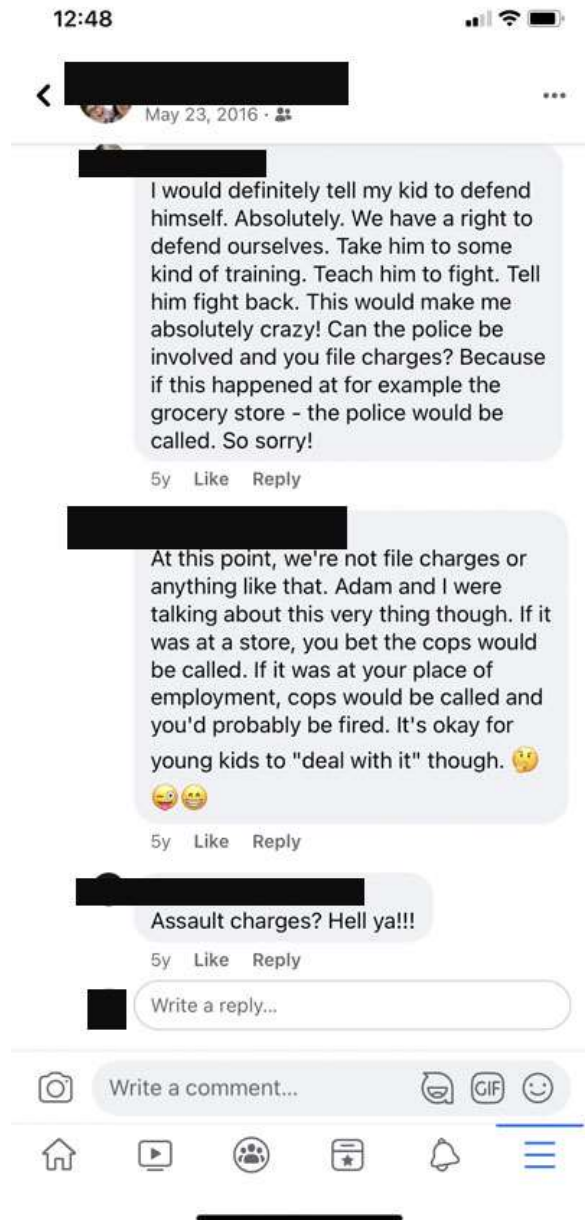
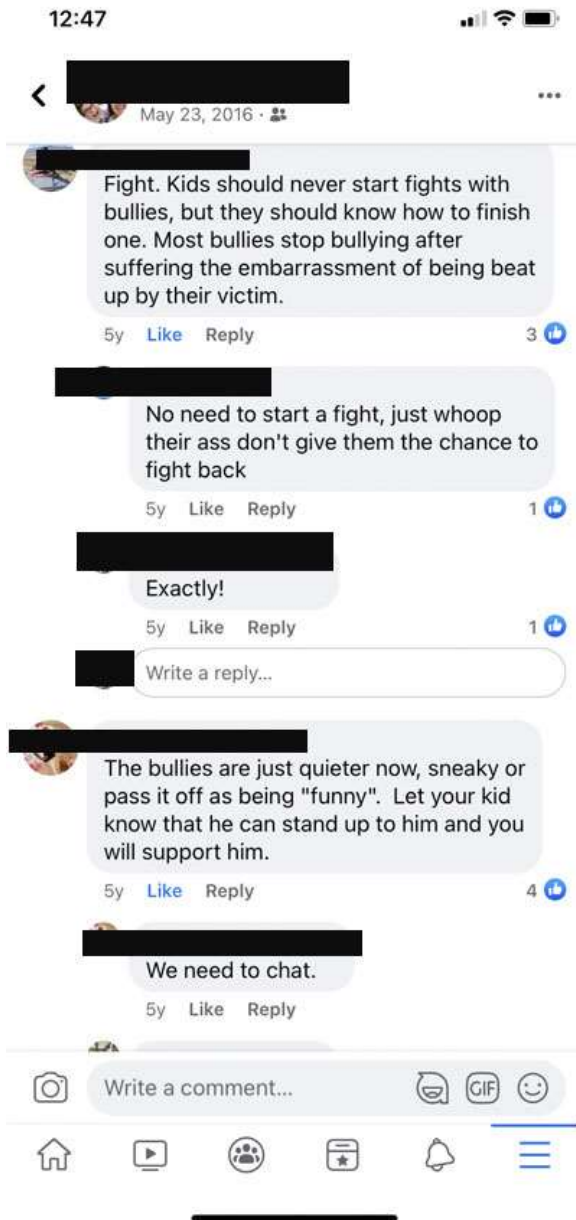
5y Like Reply

Write a reply...

Fight. Kids should never start fights with

Write a comment... [GIF] [Smiley]





12:49



< [Redacted] May 23, 2016 · [Redacted]

Our oldest went to [Redacted] on a bus for kindergarten. He would come home crying after school every day because he couldn't find a seat so he had to go to the very back and was kicked and yelled at by the bigger kids. I was so mad I went and talked with the principal and bus driver and we got him a seat in the front. It stopped after that. His older sister was a big bully to him until he got a lot bigger than her. We put him in karate, which helped. I've noticed that kids get picked on if they are perceived as weak. Build up their confidence and teach them to stand tall with their head up and look into people's eyes. Go over role playing situations to teach them what to do and say. Above all, teach them to love others even when they are unlovable and find ways to be friends if possible. I've had long conversations with my kids to teach them how to act and be kind. One of my kids has been a bully and I've really had to work with them to calm down and learn to be kind and care about others. They are coming around in their teens and turning out to be a pretty amazing person but thousands of hours have been poured into discussions about issues that have come up And how to better handle them. These are social skills that will last a lifetime. We tend to have the same kind of situations come up until we learn how to overcome them. So much is learned in the process. Good luck!

Write a comment... [Icons]



12:49



< [Redacted] May 23, 2016 · [Redacted]

I understand that some things can't be done, but I just want it brought to everyone's attention for a few reasons. One being, if something bigger happens, or continuously, I can go in and say, "look, here's proof that it's been going on for however long and this was done/wasn't done." Two, if it keeps getting swept under the rug, that sends a LOUD message to kids that you can do whatever you want and almost always get away with it. It also sends a message to the victim that nothing will be done. A long time ago lance had issues, I asked if he told the teacher again and his response was, "nope. what's the point? Nothing is done." That's stupid!

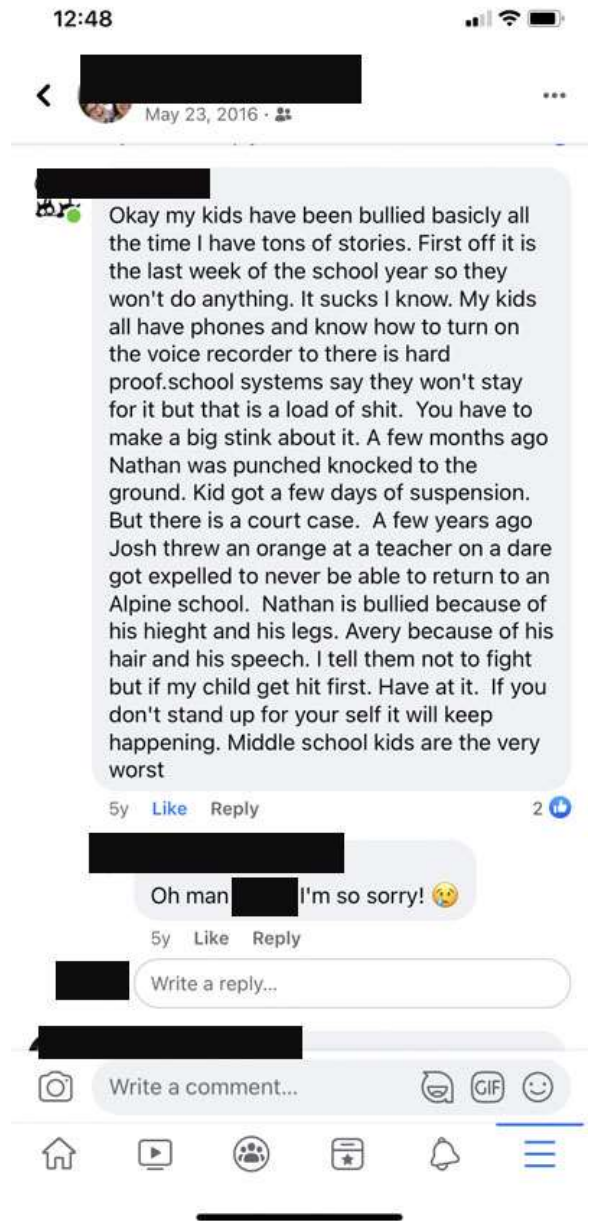
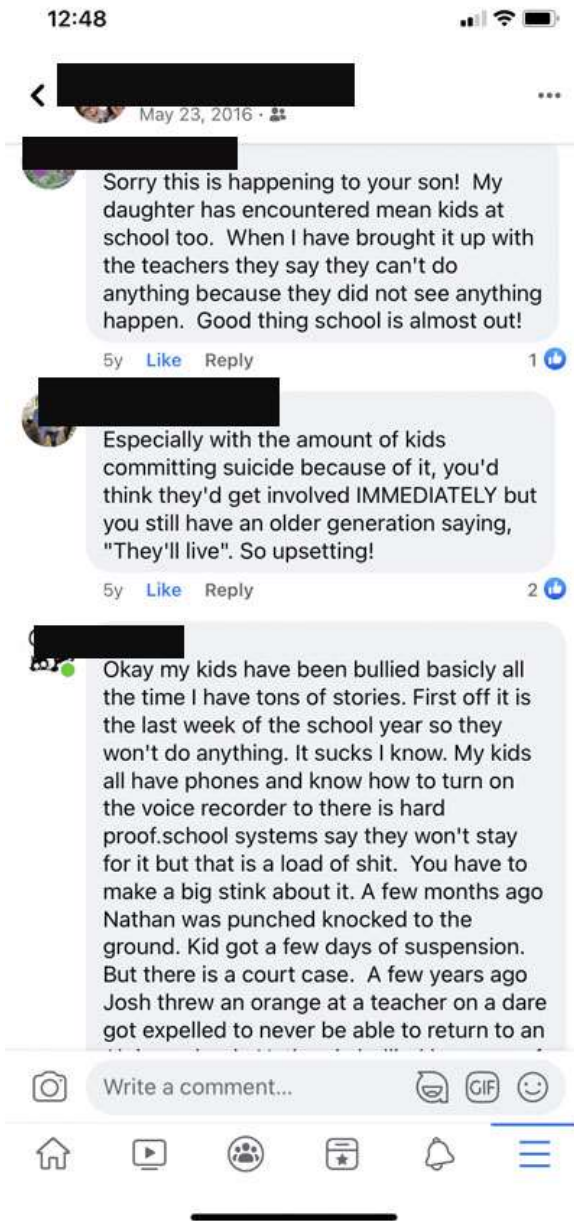
I also understand some parents think their kids an angel when really, they s... See More

5y Like Reply 3 [Like icon]

Also, another reason, I want it brought up is because, it's a sign that the bully may be dealing with some really hard things at home. Kids act out to get attention, because at some point any attention is attention. That needs to be dealt with! Sometimes it's just that we're all punks, I had a bad moment last night at BMX...I might have tossed a bike. 😊

Write a comment... [Icons]





Our kids have been fairly well-liked at public school so it isn't as if they are typically targets of bullies. Bullying is a big topic in many schools but that doesn't translate into fixing the problem in most cases. It is interesting in the chart below that bullying is down but assaults are way up. This just makes it look like are dealing with the problem when in reality it's just getting worse and turning into assaults. It isn't clear how they define bullying vs. assaults and if the criteria changed year over year but it is interesting and sad. That's a lot of sad children in what should be a place of protection and learning. Keep in mind these are just the cases the admin knows about. The numbers are higher.

One day our son witnessed a boy being beaten on the ground inside the middle school. He mentioned there was a lot of blood. When you have so many kids packed together bullying is impossible to eliminate. When we send our kids to public school they are exposed to the parenting or lack of parenting of too many of their classmates. They are forced to be around many children who are on their way to prison in a few years. Public schools contain the future general population. In adult life, you are exposed to some of these individuals but you'd never knowingly hang around or work with dangerous individuals.

What would you do if your boss forced you to be next to an ex-con all day long? You'd have the option to leave. Kids don't have that luxury.

We're not perfect but we may keep our child from playing with another simply because of the obviously horrible parenting of the child. At school, our children are placed next to whomever the teacher places them next to. It might come down to alphabetical order. Can you imagine your child's future being shaped by an alphabetical seating chart? There are issues dealing with violence at school but violence typically isn't tolerated in the workplace. If someone threatens to beat you up or actually assaults you there is recourse at work. Police are rarely involved at school. Many times the parents are left to deal with it and then it continues because the parents can't deal with it. Last school year my 10-year-old son's classmate had his cell phone taken away by police for threatening a girl with rape. He's 10!! We did not get a choice about that association until after it happened.

Death of bullied Utah girl draws anger over suicides, racism – 12/4/2021

<https://news.yahoo.com/death-bullied-utah-girl-draws-162403308.html>

<https://archive.ph/dodQf>



“When her 10-year-old daughter tried spraying air freshener on herself before school one morning, Brittany Tichenor-Cox suspected something was wrong with the sweet little girl whose beaming smile had gone dormant after she started the fifth grade. She coaxed out of Isabella “Izzy” Tichenor that a boy in her class told her she stank after their teacher instructed the class that they needed to shower. It was the latest in a series of bullying episodes that targeted Izzy, who was autistic and the only Black student in class. Other incidents included harassment about her skin color, eyebrows and a beauty mark on her forehead, her mother said. Tichenor-Cox informed the teacher, the school and the district about the bullying. She said nothing was done to improve the situation. Then on Nov. 6, at their home near Salt Lake City, Izzy died by suicide.

Her shocking death triggered an outpouring of anger about youth suicides, racism in the classroom and the treatment of children with autism — issues that have been highlighted by the nation’s racial reckoning and a renewed emphasis on student mental health during the COVID-19 pandemic.”

SHE WAS A 10-YEAR-OLD GIRL AND SHE ENDED HER OWN LIFE BECAUSE SHE WAS BULLIED AT SCHOOL! I don't need to expand on why this is a problem. The school did nothing! Get your kids out of public school.

12-year-old dies by suicide after being told he'd go to hell for being gay, parents say – 12/7/2021

<https://news.yahoo.com/12-old-dies-suicide-being-152558778.html>

<https://archive.ph/ZXScq>



“Bedford County School Superintendent Dr. Tammy Garrett said in a statement that “we are absolutely shocked and devastated by this news. Anytime someone takes his or her life, especially a child, it is nearly unbearable. Our hearts go out to his parents and family

as they deal with this terrible loss”. Raising caring, kind, resilient children is all of our jobs, and parents are not alone,” she added.”

Systems that create and promote an ideal atmosphere in which to grow this culture of evil need to be STOPPED! Stop pretending anti-bullying campaigns and heartfelt words do anything to solve this problem. It’s like trying to eliminate racism in prison. It is a product of the culture. You can blame the bullies or parents of bullies but blaming doesn’t save lives. If you’ve ever been to school you’ll understand how impossible it is to effectively control bullying. What is an acceptable death count for misunderstood children?

Bullies cause death directly by targeting kids that appear different and or weak. And people ask me how our children will be socialized without public school. It’s a pretty low bar to reach. Bullies also cause deaths indirectly by creating more bullies who find weaker children to bully or in some cases may even shoot up schools. I despise the old saying, “what doesn’t kill you makes you stronger.” In school perhaps a more appropriate phrase might be, “what doesn’t kill you makes you kill yourself.”

*NOTE: This is a different story from the 12-year-old who committed suicide 2 months before Drayke.

Drayke Hardman: Who was the 12-year-old who died by suicide after being bullied at school? – 2/14/2022

<https://news.yahoo.com/drayke-hardman-obituary-12-old-215202310.html>

<https://archive.ph/6uNRQ>



“Drayke Hardman was a 12-year-old-schoolboy from Tooele County, Utah, who tragically passed away on 10 February 2022 after reportedly trying to take his own life in response to bullying from a classmate. The boy’s grieving parents, Andy and Samie Hardman, have since told KUTV that they had been in contact with their son’s school about the problem prior to his death, which had seen him return home with a black eye earlier in the week and later confide to his sister that the injury was sustained during a physical altercation with a peer. Drayke subsequently missed basketball practice on Wednesday evening, whereupon he made a suicide attempt, was discovered by his sisters and raced to hospital, only to be pronounced dead in intensive care on Thursday morning.”

Parents outraged as video of student being assaulted goes viral – 8/27/21

<https://www.youtube.com/watch?v=zBePp0psJkw>



A boy tried to throw another boy into a garbage can. He then threw the boy on his head on a cement floor. Here is a quote from an anonymous parent of a student who witnessed the attack. “This is not an isolated incident. This has happened for years. And this is certainly an escalation but this kid is dangerous and he needs help. He has stated numerous times that he can’t be touched because of who his parents are. His father is very well known at the local police department and his mother is a news anchor in town. The attacker posted the video himself and he was proud of what he did.”

Skyridge football players charged in assault posted on social media – 11/14/2020
<https://www.deseret.com/utah/2020/11/14/21564588/utah-news-skyridge-high-school-football-players-assault-bullying-video-juvenile-court-charges-lehi>
<https://archive.ph/wO67D>



“In the video, a member of the Skyridge football team approaches a boy who is on a skateboard and is not a member of the football team. They are talking when the boy steps off the skateboard and puts candy in his mouth. Another player comes into the frame and punches the student in the side of the head, breaking his glasses as he stumbles backward and puts both hands on the sides of his head. The first player on camera, a senior on the team, then appears to punch him in the face, and the student can be heard say, “I’m sorry, dude. I’m sorry, bro.” The player swings at him, as the student leans against a brick wall apologizing. And then the player says, “Don’t do that (expletive) again.” The student apologizes again. The video was posted to social media accounts belonging to Skyridge players, which is how school officials became aware of the incident, which took place on Oct. 23.

Watch the video of Skyridge High bullying here
https://www.youtube.com/watch?v=MykBkza_Kf0



This is another incident where the attacker posts a video of the damage they inflict on their own social media account. Bullies often seem to be proud of their violence. The principle posted a letter that said “serious consequences” followed the incident. I’m sure. But actual punishment for the criminals is kept private since minors are involved. Violent criminals don’t deserve privacy protection. Parents and students need to demand answers. Those boys are larger than many full-grown men and punching someone smaller in the head can result in permanent disability or death. Protect the victim, not the attacker! Why wasn’t there an adult around to stop this?

Video shows teen being beaten in the girl's bathroom at Ogden High School – 5/23/2022
<https://kutv.com/news/local/video-shows-teen-being-beaten-in-the-girls-bathroom-at-ogden-high-school>
<https://archive.ph/lyxg5>



“OGDEN, Utah (KUTV) — A teenager in Ogden is recovering from a violent attack inside a high school bathroom. The victim’s mother tells KUTV that the beating at Ogden High School last week was the culmination of months of bullying against her daughter. “I wish I would have been there with her so that I would have been the one who was hit, not her,” Perla Gonzalez said. Gonzalez said her 17-year-old daughter was lured into the bathroom and cornered by a group of girls. A video that recorded the attack shows the girl grab Gonzalez’s daughter and repeatedly punch and kicking her. The attacker appears to shout at the victim to look at her during the incident.

Gonzalez’s daughter was taken to the hospital with a concussion and internal bleeding in her head. “They told me that if she gets hit again, she could be blinded,” Gonzalez said. The Ogden School District and Ogden Police Department are investigating the incident. In a written statement, an Ogden School District spokesperson said ‘serious and appropriate disciplinary steps are being taken.’ Ogden police told KUTV that charges against the girl involved are expected to be filed in juvenile court on Tuesday.”

I found a You Tube link showing the same video in case the story link gets removed.

<https://youtu.be/Fu-4OxncGVM>



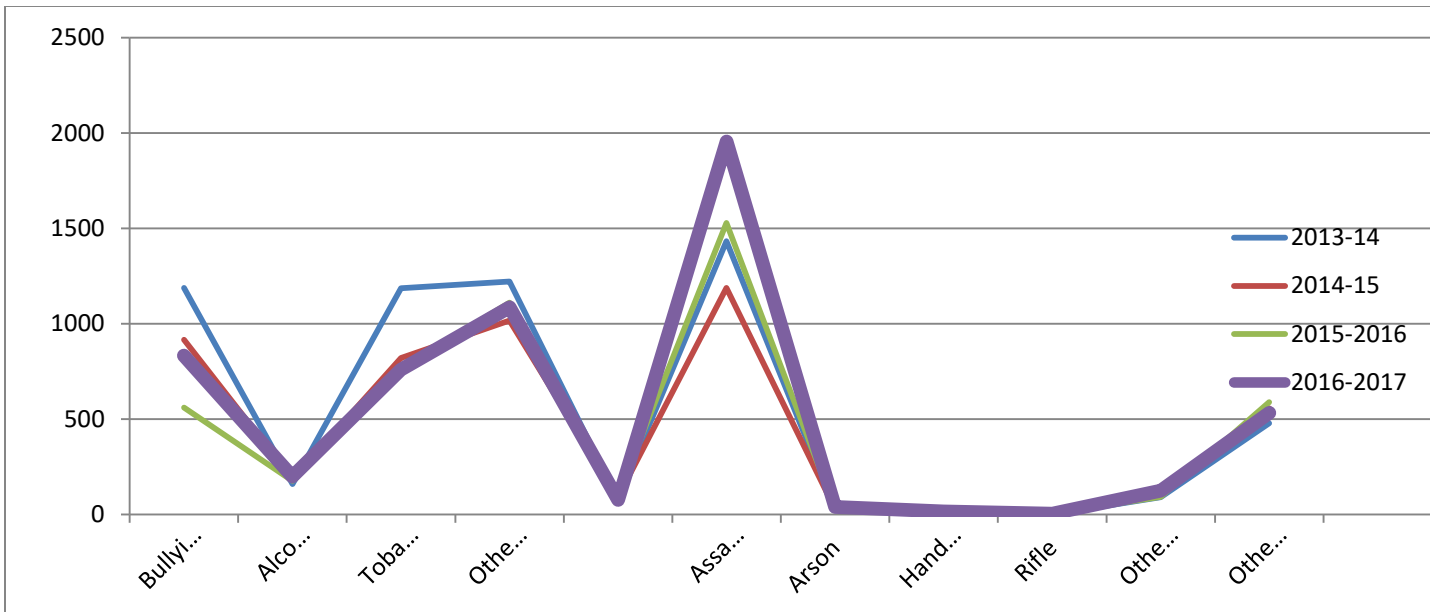
This line touched my heart:

“I wish I would have been there with her so that I would have been the one who was hit, not her,” Perla Gonzalez said.

How dare those horrible girls lure Perla’s daughter into a bathroom to be beaten! How dare the system allow it? The next day 19 children were shot to death in an elementary school in Texas. A tactical team sat outside for 35 minutes while the teacher and kids inside were begging for help on their cell phones as they bled to death! If the system was truly going to do something about this stuff don’t you think they would have done it by now? You as the parent need to be the one to do something or play the odds with your child’s physical, mental, emotional, and spiritual safety as the system trips over itself trying to solve unsolvable problems.

These problems are unsolvable because mass public schooling isn’t designed to solve the problems you think it should. Public schooling has always had its own agenda or been used to push an agenda assigned to it. It isn’t designed to serve the needs of parents or children. One of the great purposes of public education is to separate children from their backward-thinking parents. I’ve cited many pieces of evidence to back up that claim.

Below you will find a chart (with clickable data lines to see the volume of each offense) that includes “incidents of prohibited behavior” from 2013-2017 compiled by data provided by the Utah State Board of Education web site. Incidents of bullying, tobacco use, and other drugs are down. All other areas are pretty stable. Assaults are way up! The total number of prohibited behavior incidents in Utah schools for 2016-2017 was 5,617. This is the highest number since 2013-2014.



UPDATE 2020: Utah State Board of Education incident report 2019-2020

<https://www.schools.utah.gov/file/76f2edd7-938b-4b50-bf47-bfccfc26e36a>



Backup link

<https://web.archive.org/web/20211202090628/https://www.schools.utah.gov/file/76f2edd7-938b-4b50-bf47-bfccfc26e36a>



They've changed some of the categories since I compiled the 2016-17 chart. You'll notice the chart above doesn't include truancy as well as a few other categories. Adding/splitting categories and changing data formats makes it a little tricky to compare school year data. How convenient... The USBE doesn't even have data older than 2016-17 now. It was moved or removed. 99.6% of incidents occurred before schools shut down in 2020 for Covid. The annual report expects numbers to continue to rise due to underreporting. I'm sure it isn't because things are getting worse in Utah schools...

“The percentage of students with an incident reported increased each year, from 2.3% in SY 2016 to 4.5% in SY 2019, then decreased slightly to 4.1% in SY 2020. While there have been big improvements in incident data reporting since SY 2016, SHARP survey data suggests that actual incident rates, especially bullying rates, are much higher than this.”

<https://dsamh.utah.gov/reports/sharp-survey>



To clarify, here are the categories that make up the incident report now.

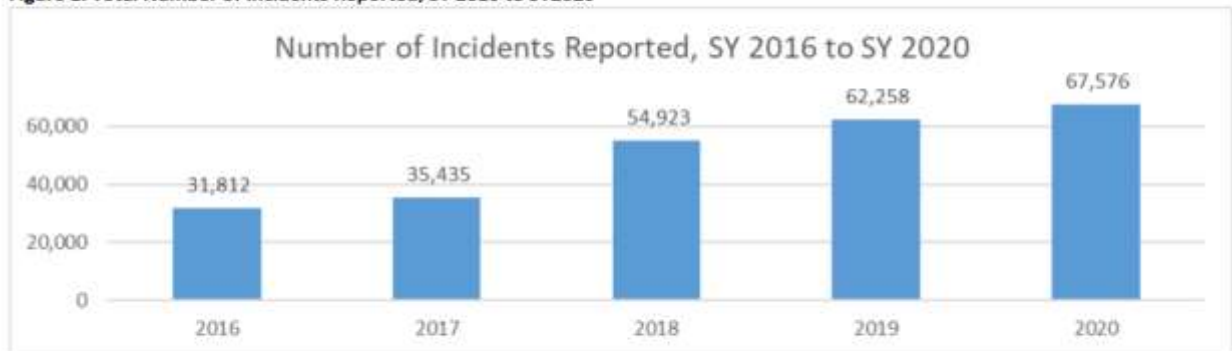
Infraction types include:

- **Arson**
- **Assault, physical or sexual**
- **Bullying**
- **Disruption**
- **Fighting (mutual altercation)**
- **Harassment, non-sexual (physical, verbal, psychological), or sexual (unwelcomed sexual assault)**
- **Homicide**
- **Robbery**
- **Drug or substance violations, including alcohol, tobacco, marijuana, controlled and uncontrolled substances, and distribution**
- **Terroristic Threat**
- **Threat/intimidation (causing fear or harm)**
- **Truancy**
- **Weapon (Weapon types include guns: handgun, shotgun, rifle, or look-alike; knife or other sharp object; other explosive device; other object used as a weapon; and substance used as a weapon)**
- **Other**

Comparison with Previous Years

There were more than double the number of incidents reported in SY 2020 as compared with SY 2016 to SY 2020, (from 31,812 in SY 2016 to 67,576 in SY 2020). Figure 1 shows the total counts of incidents reported state-wide for school years 2016 to 2020.

Figure 1. Total Number of Incidents Reported, SY 2016 to SY2020



The number of LEAs reporting incidents remained the same from SY 2019 to SY 2020, though the percent of LEAs reporting had a slight increase due to one fewer LEA in SY 2020 compared with SY 2019.

I find it interesting that the (Incidents of Prohibited Behavior) in school is under the school tab rather than having its own tab on the USBE (see below for screen shot). It is at least as important as class size or graduation rates. I know what to type in the search engine to find incident reports, but does the general public? Do they know or care?

Reports

- Assessments
- Class Size
- CNP/NSLP
- Educators
- Enrollment/Membership
- Graduation/Dropout Rates
- Schools
- Research Reports

Schools

School List

[2021-2022 School List](#)

Utah State Board of Education Superintendent's Annual Incidents of Prohibited Behavior in School or School-Related

[2020-2021](#)

[2019-2020](#)

[2018-2019](#)

[2017-2018](#)

[2016-2017](#)

Teacher gets 34 years to life for murdering ex's girlfriend in front of kids – 6/29/2020

<https://www.deseret.com/utah/2020/6/29/21306903/utah-teacher-who-killed-ex-husbands-new-girlfriend-front-kids-prison-chelsea-cook-murder-christmas>

<https://archive.vn/sJxI8>



“WEST JORDAN — Lisa Vilate Williams wanted to understand the woman who showed up to her job to harass her, wrote her a threatening letter and who would later become her killer. Williams wanted to make peace. “I won’t have you trying to tear me down,” Williams penned in a journal entry addressed to her boyfriend’s ex-wife, noting she had fostered a love for Chelsea Watrous Cook’s two children. “I really hope we can move past all this nonsense.” The letter was read aloud in West Jordan’s 3rd District Court on Monday, just before Cook was ordered to serve at least 34 years and up to life in the Utah State Prison for killing Williams.

Cook, 33, pleaded guilty to charges including aggravated murder in February, part of a plea deal that spared her a possible death sentence. Williams was making Christmas ornaments with her boyfriend and Cook’s 3-year-old twins on Nov. 25, 2018, when prosecutors say Cook sneaked in and shot Williams several times.

She had told Travis Cook she would drop off cold medicine for the children at his home in Midvale, but slipped into the apartment while he waited outside, court documents say. After he called police, she briefly went into a bathroom, then emerged, walked toward her coat and fired several rounds at Williams, shooting her in the chest, hip and back.”

I haven’t created a section for Utah teachers who also murder since it is so rare so I’ve added it here. Chelsea Cook’s vicious attack was not directed at students in her health class at Skyridge High School in Lehi Utah but this story shows what a background-checked teacher is capable of. If she would shoot a woman in front of her twin 3 year-old girls then she is capable of anything. Thankfully she is in prison and away from students for up to 34 years. Teaching is an honored profession in this country by most but just being a teacher doesn’t make a person safe.

Dying to Learn, the Reality of School Shootings

As you know this topic has become a huge issue in our country over the last few years and it isn't getting any better. None of the schools where shootings took place were warned, or if there were warning signs of individual students were ignored or at least not dealt with in a way that stopped the shooting. A few years back we had SWAT at our local elementary. A man drove to the school and threatened to blow it up. It was a stand-off and the only reason all children were kept safe is because the mentally ill man was bluffing. This illustrated to me that those students were only saved by the incompetence of the criminal.

A school is a soft target for crazy people because they know they will get their 5 minutes of fame and they have relatively low security for the value that is contained within. Of course, there have been bomb threats to the high school causing lock downs but luckily those incidents turned out to be students pulling dangerous pranks. If an attack on a school was planned by capable individuals the outcome would be devastating. This is what happens when the criminals are more capable than a fame-seeking teenage monster:

https://en.wikipedia.org/wiki/Beslan_school_siege 333 people died in this incident including 186 children. Our schools cannot defend against a lone shooter much less an event described in the link.



Yes they have protocols and they have security drills but you can't keep that many people safe in the event the attack was more than one sick and incompetent student. Our home is not nearly the kind of target a school is. Here is one of the most recent monsters who killed 14 students and 1 teacher at school:

Live updates: 14 students, 1 teacher killed in Texas elementary school shooting, governor says – 5/24/2022

<https://news.yahoo.com/ualde-texas-elementary-school-shooting-live-updates-204254215.html>

<https://archive.ph/oeJCU>



“Texas Gov. Greg Abbott said Tuesday that 14 students and one teacher were killed in a shooting at Robb Elementary School in Uvalde, Texas. At a hastily called press conference, Abbott said that the shooter, 18-year-old Salvadore Ramos of Uvalde, abandoned his vehicle and entered the school with a handgun and possibly a rifle and opened fire, "horribly, incomprehensibly" killing 14 students and 1 teacher. According to Abbott, the shooter is deceased and it is believed that responding officers killed him. The governor said that initial reports indicate that he killed his grandmother at her home, then went to the school and started shooting.”

The death toll jumped to 19 children killed and 2 adults later in the day. News 4 San Antonio reported:

“Ramos crashed his pickup in a ditch before running into the school. Chris Olivarez from the Texas Department of Public Safety says Ramos was wearing body armor, so officers were forced to go for a head shot. The governor said two officers were shot and wounded but were expected to survive.”

I applaud the brave officers who responded to this horrible event and ended this rampage but let's be honest besides ending the shooting spree they were unable to save everyone. Most of the law enforcement response is dedicated to crime scene investigation and clean-up. There is no way police can respond fast enough to a city center school much less a rural school like this before damage is done.

“Abbott identified the shooter as 18-year-old Salvador Ramos. He was killed by officers. Ramos also shot his grandmother before driving to the school. She was airlifted to University Hospital in San Antonio and is critical condition.”

Yes body armor and yes this man shot his own grandma!

I can understand that it might be incomprehensible to understand why a person would shoot innocent children but it is not incomprehensible to understand that it happens all the time in this country. To say it's incomprehensible infers that you couldn't have seen it coming. Interestingly a teacher who was shot in her classroom is married to a local law enforcement officer that actually organized active drills at the local high school attended by the shooter! How many more times does this need to happen before parents will remove the risk by removing their children from public school? The answer will vary from parent to parent but it's safe to assume that the vast majority of parents will never remove their children from public school under any circumstances.

Children getting shot at school is sad but most parents don't connect school shootings to a clear and present local danger to their children. School policies and active shooter drills might reduce the number of deaths slightly but these things will never keep children safe from a motivated shooter who has a basic understanding of and access to firearms. If a parent hasn't seen a school shooting in their community it's only because they don't have someone that is sufficiently mentally ill and or evil enough to perpetrate the crime in their local area, not because policies are creating a force field around the school. It is absolutely impractical and far too costly to protect 1,000 children and staff from an active shooter. You would have to turn a school into an actual prison to have a chance of preventing the majority of shootings.

Prisons can't even stop killings completely! Even when the police respond to an event that doesn't mean everyone is saved. Just look at the way this event was mishandled in the story below. Calls were coming in from the teacher and some students while police sat outside waiting to act. The “special” tactical team took 75 minutes to breach the door while the children bled to death! Some parents were hand-cuffed, tased, pepper sprayed, or tackled by law enforcement because they were telling officers to go into the school to save the kids and some even tried to go into the school themselves. Kids were inside bleeding to death and waiting for help.

Your school might act like they take security VERY seriously now but during an active shooter event, things don't always go as planned and simply caring doesn't save lives. In this case, the first report was that the shooter entered the school through a door propped open by a teacher. The official story changed from a propped open door to that same door being shut but the auto-locking door didn't lock for some strange reason. The awful truth is all of these professional adults couldn't keep kids safe. I'm sure your local school wouldn't let this happen right?

What went wrong as police in Uvalde waited to breach classroom – 5/27/2022
The incident commander reportedly thought the children were no longer at risk.
<https://abcnews.go.com/US/wrong-decision-texas-dps-details-missteps-school-shooting/story?id=85025224>
<https://archive.ph/dbMuE>



“The head of law enforcement in Texas revealed a cascading series of police missteps in the response to one of the deadliest school shootings in the nation's history. A visibly shaken Col. Steven McCraw, director of the Texas Department of Public Safety, admitted that mistakes were made on the ground during an active shooter incident at Robb Elementary School on Tuesday, in which 19 children and two teachers were killed by a heavily armed gunman. The missteps began before the shooting, when a Uvalde Consolidated Independent School District police officer responding to a 911 call of a man with a gun on the school campus drove past the suspect, who was "hunkered down" behind a car in the school parking lot, McCraw said. The gunman fired at the school multiple times before entering through a door left propped open by a teacher at 11:33 a.m., walked into a classroom and began firing more than 100 rounds, according to McCraw.

Minutes later, several Uvalde Police Department officers entered the building and were shot at from behind the closed classroom door. By 12:03 p.m., there were as many as 19 officers in the hallway, McCraw said. As the officers were outside the door, the incident commander -- the chief of Uvalde Consolidated Independent School District Police -- wrongly believed the incident had transitioned from an active shooting to a situation where the suspect had stopped firing, barricaded himself in a classroom and no longer posed a risk to children, McCraw said. "He thought there was time to retrieve the keys and wait for a tactical team with the equipment to go ahead and breach the door and take on the subject at that point," McCraw said. "That was the decision, that was the thought process." The Customs and Border Protection's tactical team arrived on scene at 12:15 p.m. but did not breach the classroom until 35 minutes later, at 12:50 p.m., according to McCraw. "Of course it wasn't the right decision," McCraw said. "It was the wrong decision."

McCraw said there may have been a belief by the incident commander that no one was alive inside the classrooms. But he detailed 911 calls from students and teachers that made clear they were still in grave danger. It appears that information may not have been relayed to officers on the ground. Multiple calls came in from inside the classroom, including from a teacher at 12:03 p.m., 12:10 p.m., 12:13 p.m. and 12:16 p.m. -- during which she said there were eight to nine students who were alive, according to McCraw. Several other calls were made at 12:19 p.m., 12:21 p.m., 12:36 p.m. and 12:43 p.m. by students, he said. The callers were blunt. In whispered tones one said, "He shot the door," and then, "Please send the police now," according to McCraw. At 12:50 p.m., officers breached the locked doors using keys that they were able to get from the janitor and shot and killed the gunman, McCraw said.”

Uvalde Shooter Fired Gun For 12 Minutes Outside School Before Entering – 5/27/2022

<https://www.zerohedge.com/political/go-there-distraught-parents-begged-texas-cops-enter-school-gunman-inside-hour>

<https://archive.ph/A0PHI>



“Update (1630ET): The gunman who massacred 19 children and two teachers at Robb Elementary in Uvalde, Texas lingered outside for 12 minutes firing shots at people in a funeral home across the street, before scaling a fence onto school grounds where he fired more shots. He then entered the school and barricading himself in a classroom before opening fire, according to the Wall Street Journal. Victor Escalon, a regional director for the Texas Department of Public Safety, said he couldn’t say why no one stopped the deceased gunman, 18 year-old Salvador Ramos, from entering the school during that time Tuesday. Most of the shots Ramos fired came during the first several minutes when he entered the school, Mr. Escalon said.

DPS officials previously said an armed school officer confronted Ramos as he arrived at the school. Mr. Escalon said Thursday that information was incorrect and no one encountered Ramos as he arrived at the school. “There was not an officer readily available and armed,” Mr. Escalon said. –WSJ Ramos began Tuesday morning shooting his grandmother in the face, then using her truck to drive to the school - crashing it into a ditch at around 11:28 am according to a timeline laid out by Escalon. Texas law enforcement officials ignored pleas from distraught parents as a gunman was left alone for up to an hour at a Texas elementary school - killing 19 children and two teachers, before a Border Patrol agent charged into the school and killed the suspect.”

The amount of money required to make schools safe isn’t something parents are prepared to pay for either. Depending on the absence of evil or pretending to prepare is not going to solve this problem. Schools are targets, just accept it. Teaching your child at home removes them from the target location so the fix for your child seems pretty clear. The idea that laws could prevent this is even more naïve than playing the odds. You can make murder extra illegal but criminals and insane people don’t obey the law. Those are the only ones we need to stop. Disarming good people only creates easier and more plentiful targets. If it can happen in a small town in Texas it can happen near you. What is the one thing the parents of these dead children could have done to prevent the loss of their dear little ones? Do not send them to school. Get your kids out!

Chilling images show students at Salvador Ramos’ HS pretending to be dead during active-shooter drill – 5/25/2022

<https://nypost.com/2022/05/25/texas-shooting-salvador-ramos-hs-held-active-shooter-drill-weeks-before-massacre/>

<https://archive.ph/kTjfM>



“Haunting images show students pretending to be dead during a recent active-shooter drill at the Texas mass murderer’s high school — conducted by the cop husband of one

of the slain teachers. Ruben Ruiz, a Uvalde school district cop and husband of slain Robb Elementary School fourth-grade teacher Eva Mireles, held the chillingly prophetic drill on March 22 at Uvalde High School, where gunman Salvador Ramos, 18, was a student. “Our overall goal is to train every Uvalde area law enforcement officer so that we can prepare as best as possible for any situation that may arise,” the police agency said on its Facebook page. The 16-year veteran posted photos on Facebook showing him and fellow officers posing as active shooters. He also is seen addressing students about how to react to such emergencies. Several students are seen lying still in the halls as they played dead during the drill.”



Several students are seen lying still in the halls as they played dead during the drill.
UCSD Police Department

Pretending to be dead in the high school where the Uvalde shooter attended or any high school isn't something I want my children to participate in. How about you? And it was conducted by the husband of one of the recently slain teachers... Drills won't stop this from happening and police are there to eventually shoot the shooter after the damage has been done.

Update on Uvalde School Shooting – 5/31/2022



On top of the devastating failures by the adults in this school district now they are refusing to cooperate with the state on the investigation? How would you feel about this if it were your child who died? Stop trusting these people.

Final Update on Uvalde

Texas shooting: Robb Elementary School to be demolished - Uvalde mayor – 6/21/2022

<https://www.reuters.com/world/us/law-enforcement-response-uvalde-shooting-was-subject-failure-official-says-2022-06-21/>

<https://archive.ph/Y9ADM>



“June 21 (Reuters) - The elementary school in Uvalde, Texas, where a teenage gunman killed 19 children and two teachers last month will be demolished, the city's mayor said on Tuesday.

The mayor's announcement came several hours after a senior Texas official said the law enforcement response to the shooting at Robb Elementary School was "an abject failure" in which a commander put the lives of officers over those of the children.”

“Uvalde Mayor Don McLaughlin did not give a timeline for when the school would be demolished, but said at a council meeting: "You can never ask a child to go back or teacher to go back in that school ever." In a separate Texas state Senate hearing into the May 24 shooting, Texas Department of Public Safety (DPS) Director Steven McCraw said the onsite commander made "terrible decisions" and officers at the scene lacked sufficient training, costing valuable time during which lives may have been saved.”

One delay McCraw discussed was the search for a key to the classroom where the shooting occurred. He noted that the door was not locked and there was no evidence officers tried to see if it was secured while others searched for a key.

"There's no way ... for the subject to lock the door from the inside," McCraw said.

Days after the shooting, the Texas DPS said as many as 19 officers waited for more than an hour in a hallway outside classrooms 111 and 112 before a U.S. Border Patrol-led tactical team finally made entry. McCraw reiterated that in the hearing on Tuesday. "The officers had weapons, the children had none. The officers had body armor, the children had none. The officers had training, the subject had none. One hour, 14 minutes, and eight seconds - that is how long the children waited, and the teachers waited, in Room 111 to be rescued," the DPS director said. "Three minutes after the subject entered the west building, there was a sufficient number of armed officers wearing body armor to isolate, distract and neutralize the subject," McCraw added.”

Officers spent time searching for a key they never needed? How will your district police force handle an event like this in your area? We certainly can't judge all first responders by looking at cases like this but this isn't the first time police handled a school shooting poorly. If it was your child in that classroom wouldn't you expect more? Why does the district even have its own police force if it's going to react like this?

You can avoid this situation by driving over to your child's school and removing them from the target location. In many cases, all that is required is to sign a district affidavit and send it in. I find it interesting that they are demolishing the school. Of course, kids won't want to go back to this school but destroying the school also makes it easier for the public to begin to forget about the massive failure on the part of government agencies to protect children.

Police, schools had no duty to protect Parkland school shooting victims, judge rules – 12/20/2018

<https://www.usatoday.com/story/news/nation/2018/12/19/parkland-shooting-judge-school-cops-no-duty-protect-kids/2360683002/>

<https://archive.ph/S0jiQ>



“A Florida lawyer representing 15 Marjory Stoneman Douglas High students says he is "exploring all of our options" after a federal judge ruled that law enforcement and school officials had no legal duty to protect students during a Valentine's Day rampage at the school that left 17 people dead. The ruling came as a new report separately revealed that school officials rewound a school surveillance video as the massacre unfolded, confusing officers trying to track down suspected shooter Nikolas Cruz. Lawyer Kristoffer Budhram filed suit claiming the 15 students suffered "psychological injuries" as a result of the attack. The suit claimed the school district and county either have a policy of allowing “killers to walk through a school killing people without being stopped” or failed to adequately train employees to respond.”

“Budhram argued the students deserved protection under the 14th Amendment right to due process, citing a “clearly established right to be (free) from deliberate indifference to substantial known risks and threats of injury.” Judge Beth Bloom dismissed the suit in a ruling filed last week. "The critical question the court analyzes is whether defendants had a constitutional duty to protect plaintiffs from the actions of Cruz," Bloom wrote. But she determined that "for such a duty to exist on the part of defendants, plaintiffs would have to be considered to be in custody.”

“Had we known the shooter wasn’t there, we probably could have flooded that building a lot faster ... to recover victims and wounded people,” George Schmidt, a member of Coral Springs Police Department’s SWAT operations team, told investigators. Cruz, who had been expelled from the Parkland school, entered the building armed with a semiautomatic assault weapon, smoke grenades and a mask, authorities said. He fired more than 100 shots before the gun apparently jammed and he walked out of the building amid the chaos. Cruz was taken into custody walking through a nearby neighborhood a short time after the shooting. He later confessed to the attack, according to a probable cause warrant.”

So the school can’t protect your children and now we learn that police have no legal obligation to do so in an event like this. Police are only obligated to protect people in custody! Please stop trusting those you shouldn’t. Who is the crazy one, those who trust or those who don’t? If the people running these government institutions acted responsibly then perhaps I would trust them but I know too much to trust them now.

Chilling new revelations about accused Mich. school shooter E**** C***** – 2/22/2022
<https://nypost.com/2022/02/22/accused-school-shooter-ethan-crumbley-reveals-chilling-thoughts/>
<https://archive.ph/qEr8K>



“In text threads with his friend, and his journal, he outlines plans to stalk, rape, torture and ultimately kill a female classmate,” Washington said, according to mlive.com. “He expressed delight in torturing a family of baby birds, and he wrote about the joy of listening to them squeal as he killed them.” C*** said he admired Dahmer and Adolf Hitler because “when you die, you need to be remembered for a long time,” according to Washington. She didn’t use C***** name, she said, because she didn’t want to help him gain notoriety for the shootings.”**

And I’m the paranoid one... I must correct a quote from my violence section, “They are forced to be around many children who are on their way to prison in a few years. Public school contains the future general population. In adult life, you are exposed to some of these individuals but you’d never knowingly hang around or work with dangerous individuals.” Let’s amend that to “current general population.” It’s not that parents are better equipped to deal with mass shooters which makes homeschooling a safer option. The safety of homeschooling is due in large part to the fact that mass shooters won’t get as famous by targeting a homeschool as they would a public school. Public school parents are relying on the odds to keep children safe. I won’t post story after story of school shootings here because they’re so easy to find them stretching back to Columbine.

School District Arms Students With Rocks But official says it's only a 'last resort' 3-24/2018

<https://www.newser.com/story/256977/school-district-arms-students-with-rocks.html>
<https://archive.ph/j6SLs>



“Active shooters in one Pennsylvania school district better watch out: the teachers and students are armed with rocks. David Helsel, superintendent of the Blue Mountain School District in Schuylkill County, raised the plan at a state House committee meeting on education last week, the Hill reports. "If an armed intruder attempts to gain entrance to any of our classrooms, they will face a classroom full of students armed with rocks," he says. "And they will be stoned." He tells BuzzFeed the plan is a "last resort" but cautions the media against mockery: "We have some people who have some pretty good arms. They can chuck some rocks pretty fast.”

No, this isn’t a joke! I read a more recent update on this story and the superintendent says they’re upgrading security because he thinks the story made their schools more of a target. Good Job Mr. Helsel! I think it’s good the district is thinking about security but this seems to be an admission that the school can’t guarantee protection. The fact is there’s nothing the school can do to stop bullying which may create an active shooter. There is nothing the school can do to remove a psychopath’s perception that attacking students will make them infamous. Homeschool isn’t a target in the same way a public school is.

Judge: School officer who hid during shooting facing charges – 8/18/2021

A judge has ruled that the former school resource officer accused of hiding during a Florida mass school shooting will have to convince a jury that he wasn't criminally negligent

<https://abcnews.go.com/US/wireStory/judge-school-officer-hid-shooting-facing-charges-79552640>

<https://archive.ph/omuT5>



“Broward Circuit Judge Martin Fein declined to dismiss the child negligence charges against former Broward County Deputy Scot Peterson, the Sun Sentinel reported. Peterson, 58, had worked as a school resource officer at Marjory Stoneman Douglas High School in Parkland. Nikolas Cruz, who was 19 at the time of the February 2018 shooting, has been charged with 17 counts of first-degree murder. Prosecutors have said that Peterson failed to come to the rescue as Cruz was making his way through the school’s hallways. The law that Peterson is accused of breaking specifically applies to caregivers, but defense attorneys argued during a hearing Wednesday that a law enforcement officer doesn’t fit the legal definition of a caregiver. Prosecutors are arguing that school resources officers are inherently different from other law enforcement officers and should be considered caregivers. Fein ruled that a jury can decide whether a school resource officer should be considered a caregiver and noted that a jury instruction will be included to that effect.”

17 people die and the resource officer hides? Then his defense team tries to help him weasel out of responsibility to protect children by arguing over what his real job was? Was hiding while 17 people are murdered and 17 more were injured while over 3,000 teens faced a student terrorist part of the district's comprehensive active shooter plan? If only they had rocks to throw at the attacker like the students in the Blue Mountain School District in PA perhaps more would have been saved (sarcasm).



Nikolas Cruz on the 2nd floor of Stoneman Douglas High School hunting teens...

Your school can tell you they have a plan and caring staff who will protect children and I'm sure many of them would but when shots are heard will they work their plan and will it work? What does success even look like, less death? Read my section on school psychopathy and ask

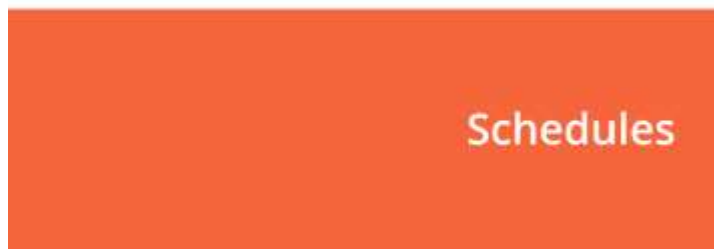
yourself if the schools might create the very circumstances that encourage shooters. Do you have to accept their “solutions” or can you improve the odds that your child will never encounter a situation like this? Shooters exist beyond the classroom but there’s a reason why so many shootings happen inside schools. Opt your child out of public schools to massively increase the odds they won’t become a victim or witness.

Schedules for Local Schools Posted Online – 6/2/2022

Regular Bell Schedule			
Monday, Tuesday, Thursday, Friday			
Period	Time	Description	Duration
Advisory	8:15-8:35	Announcements/Advisory	20 min.
A1/B5	8:40-9:50		70 min.
A2/B6	9:55-11:05		70 min.
FLEX	11:10-11:45	FLEX	35 min.
1st Lunch	11:45-12:15		30 min.
A3/B7	12:20-1:30		70 min.
A3/B7	11:50-1:00		70 min.
2nd Lunch	1:00-1:30		30 min.
A4/B8	1:35-2:45		70 min.

Wednesday Early Out			
No advisory or FLEX			
Period	Time	Description	Duration
A1/B5	8:15-9:15		60 min.
A2/B6	9:20-10:20		60 min.
1st Lunch	10:20-10:35		15 min.
A3/B7	10:40-10:40		60 min.
A3/B7	10:25-11:25		60 min.
2nd Lunch	11:25-11:40		15 min.

Elementary [Information](#) Faculty &



Monday – Friday

Schedule

Grades 1-5

- School Hours – 8:00 am – 2:15 pm
- AM Preschool – 8:15 a.m. – 11:00 a.m.
- PM Preschool – 11:45 a.m – 2:30 p.m.
- AM Kindergarten – 8:00 am – 10:45 am
- PM Kindergarten – 11:30 am – 2:15 pm

Lunch & Recess Schedule

- 2nd Grade – 10:50 am – 11:25 am
- 1st Grade – 11:05 am – 11:40 am
- 4th Grade – 11:25 am – Noon
- 3rd Grade – 11:40 am – 12:15 pm
- 5th Grade 11:55 am – 12:30 pm
- 6th Grade 12:10 pm – 12:45 pm

[Lunch Menu](#)

After the devastating elementary school shooting in Texas last month I wondered if schools are still posting their online schedules. Sure enough, I was able to find the schedules of all schools near my home pretty easily. My concern is that knowing when the halls are full of kids or knowing when certain grades go to lunch or knowing when the cafeteria is full or when children

arrive and leave school might pose an added risk to student safety. Why are schools making this information easy to access for anyone? Couldn't they simply email the school schedule to parents or print off a paper copy? This seems like a tactical error that will help shooters increase the effectiveness of their attack. Certainly if someone of my average intelligence can arrive at this conclusion an attacker might use it to their advantage. So many parents are posting on social media that "we need to do something to stop this from happening."

Why would I trust my children's security to a targeted institution that doesn't safeguard obvious sensitive information like this? I know I wrote, "Depending on the absence of evil or pretending to prepare is not going to solve this problem. Schools are targets, just accept it. Teaching your child at home removes them from the target location so the fix for you seems pretty clear. The idea that laws could prevent this is even more naïve than playing the odds." However, you would think schools would implement every change possible that might have a chance of deterring or minimizing attacks. I don't think they do.

6-Year-Old Brought Gun From Home in Newport News School Shooting, Police Say – 1/9/2023

<https://www.nytimes.com/2023/01/09/us/newport-news-teacher-shooting.html>

<https://archive.ph/Vj1ba>



“NEWPORT NEWS, Va. — Abigail Zwerner was in the middle of a routine lesson at Richneck Elementary School last week when, the police said, a boy in her class, just 6 years old, pulled out a handgun at his desk, pointed it at his teacher and fired.

At a news conference on Monday, officials said it was not an accident and appeared to be an intentional shooting. The boy brought the gun from home, the authorities said, before aiming it at his teacher. When the shot was fired, Ms. Zwerner threw up her hand, but the bullet passed through it and struck her chest. Though badly wounded, she sent the students in her class, as many as 20 children, scrambling into the hallway, while another employee rushed into the room and restrained the 6-year-old, the authorities said.

“We’ve addressed metal detection, random searching and all kinds of other things at the secondary level,” said George Parker III, the superintendent of Newport News Public Schools. “I’ll be honest, who would be prepared for a 6-year-old to bring a loaded weapon to school and shoot their teacher?”

Like so many other school shootings the administration is shocked by some unique aspect of their event. The teacher did what she could but sending children scrambling into the hallway could have sent the children into the path of another shooter. In another story, I read there was some sort of fight between the student and teacher. This story is only a day old as I write this so I’m sure we’ll hear more information in the coming days.

“The focus in elementary schools had been on preventing adult active shooters from entering classrooms, Mr. Parker said. But now, he said, some steps taken at high schools, like metal detectors, may need to be explored. “I hate to be at this point where I’m considering this, but we have to start relying on those types of deterrence at the elementary level as well,” said Mr. Parker, who seemed distressed to even be thinking about such measures.

“My board members know how I feel about making our schools look anything like a prison,” he added. “I want our schools to be great places to educate children.” But, he said, “if we can’t maintain safety, or at least get to the point where we can have an effective and safe school day, kids won’t learn anyway.” Many districts have tried to increase security in recent years, but efforts are typically concentrated in older grades, federal data shows.”

I discussed the issue of turning schools into actual prisons and kids still wouldn't be safe. He's correct that if kids aren't safe it certainly impacts learning. Imagine what the other children in this shooter's class will be thinking for years to come.

“But experts caution that the “hardening” of schools is not reliably effective at preventing gun violence and can affect students’ perception of their safety. “The research consistently indicates that none of the school hardening procedures, including metal detectors, prevent school shootings,” Elizabeth Anthony, an associate professor at Arizona State University who studies school safety and child trauma, said in an email.”

And there is the truth in all its glory. The public school model cannot ensure the safety of children even when the shooter is six. If a first-grade shooter doesn't demonstrate that I'm not sure what it will take. Those other kids are lucky this boy didn't start shooting everyone. Get your kids out!

“She noted that metal detectors had been found to “reduce the amount of contraband, but not directly prevent gun violence.” The hardening of schools also comes with considerable risks, she added, including to Black and Hispanic children “who are already surveilled more frequently than their white peers.”

Sexual Abuse and Harassment of Students

There are many cases of teachers or staff accused of sexual misconduct with students. Of course, the argument is usually, "what are the odds?" Well, I've read enough news stories to know it happens too often. If you start digging you'll see this come up a lot around the country, not just locally. Here are a few stories to give you an idea of recent sexual abuse by former Utah educators. Keep in mind all stories took place while they were background-checked teachers or school staff:

Former South Salt Lake school worker arrested after getting pregnant with student's child – 12/28/2022

<https://www.ksl.com/article/50547245/utah-junior-high-staff-member-arrested-accused-of-sexual-activity-with-student>
<https://archive.vn/8F7VE>



“SOUTH SALT LAKE — A staff member at a South Salt Lake junior high school was arrested Tuesday and charged Wednesday with sexually abusing a teenage student. Kimberly Jeniffer Cruz Romero, 29, was charged Wednesday afternoon in 3rd District Court with rape of a child, forcible sodomy and two counts of rape, all first-degree felonies. An officer with the Granite School District Police Department was investigating a report of unlawful sexual activity with a child at Granite Park Junior High, 3031 S. 200 East, when he learned about a 14-year-old boy who was allegedly engaging in sexual activity with Cruz, according to a police booking affidavit. Police say the woman is an attendance tracker at the school.”

"It was reported by the victim (that) he and Kimberly Cruz Romero had sexual intercourse on several occasions," including at a hotel in Salt Lake City, in the woman's office at the school and in her car on several occasions prior to the boy turning 14, the affidavit alleges. Police say the sexual activity started in November. The boy said Cruz "told him she had feelings for him and she would tell him she loved him," according to the charging documents, and also "bought him things."

“Police say they have recovered pictures and video evidence of the crimes. Charging documents allege that in one incident, Cruz "asked him to record them having sex." “Before her arrest, Cruz allegedly sent the boy a "a photo of a pregnancy test that appears to be positive and refers to (the boy) as 'baby daddy," according to the charges. The boy claims he was confronted by Cruz's husband after she became pregnant and that the husband hit him.”

The story goes on to mention that the monster in this case previously worked at the Salt Lake County jail. What is the point of a background check if something like this can happen? I think it's important to note that the victim was only 13 when the crimes occurred and the abuse took place in a school office among other locations. I believe many people have a blind spot for women when it comes to sexual abuse. I think this blind spot causes people to trust women more than men. The perception that men are inherently dangerous and opportunistic predators but women are safe nurturers needs to change. We cannot trust a school system to protect the innocence of children.

Of course, the district said, **“Student safety is our primary concern, and we take these charges very seriously. There is currently no indication from Granite police that any other students were involved.”** This statement is made nearly every time abuse or violence happens in a school. Clearly, the district can’t get school staff to follow student safety protocols or they don’t have effective protocols in place or this couldn’t happen. This happened INSIDE the school! The woman in this case threatened this boy with gang violence and apparently, her husband hit the boy at some point. This sounds like some sort of dark movie script. It sounds like this woman went to Mexico for an abortion but she characterized it as a miscarriage surgery. I thought I was finished with this journal but the public school system keeps producing stories like this one. For some people, it doesn’t matter how much evidence I present. They will continue sending their children away for 35-40 hours per week to be educated in these places. I hope you will make a different choice.

Utah teacher arrested after allegedly abusing students, more potential victims have come forward – 10/18/2022

<https://www.ksl.com/article/50497703/utah-teacher-arrested-after-allegedly-abusing-students-more-potential-victims-have-come-forward>

<https://archive.vn/jsGe6>



“GARLAND, Box Elder County — A teacher at Garland Elementary School is accused of sexually abusing students, according to police. Patrick Alan Green, 59, was booked into the Box Elder County Jail on Monday for investigation of four counts of aggravated sexual abuse of a child. Green has since been fired by the Box Elder School District.

The investigation began in early September after the Tremonton-Garland Police Department received a report from the Division of Child and Family Services that a female student in Green's classroom disclosed "that on multiple occasions, Patrick would stand behind the student and would take her hand" and make her inappropriately touch him, according to a police booking affidavit.”

“As the police investigation continued, a second victim was identified, the affidavit states. "That victim was in Patrick's class last year when the alleged incidents occurred," according to the affidavit. That student says she was inappropriately touched by Green, the affidavit states. The girl told investigators about one occasion when she ran into Green while at the Brigham City Community Pool and he inappropriately touched her while both were in the water, the affidavit states.”

Here we go again! How many school employees harm children and never get caught? This story took a strange turn several days after Mr. Green was arrested and held without bail. Apparently, charges must be filed within 4 days of arrest or the suspect must be released from jail. On October 21st Mr. Green was released... See the link below for details.

NEWS – “Teacher Released from Jail as Investigation Continues” - 11/2/2022

<https://www.brwnnews.com/post/news-teacher-released-from-jail-as-investigation-continues-1>

<https://archive.vn/kvSYp>



“BOX ELDER COUNTY – By Cari Doure, Headliner Publisher, November 2, 2022

A former Garland Elementary School teacher accused of inappropriate sexual behavior towards two juvenile students, has been released from custody after the Box Elder County Attorney’s Office determined that further investigation is needed before official charges can be filed.

“Given the nature, complexity of the potential criminal charges which may be filed against Mr. Green, and the amount of evidence which must be collected and reviewed, the Box Elder County Attorney’s Office has determined that additional time is needed for further investigation and review of the evidence before any criminal charges can be filed,” stated the Box Elder County Attorney’s Office.

The Box Elder County Attorney’s Office is currently working with the Tremonton Garland Police Department to “finalize a full and complete investigation of Mr. Green and review all available evidence before the filing of any criminal charges. This does not mean that no criminal charges will be filed against Mr. Green, but only that more time is needed to further evaluate and determine the appropriate criminal charges,” the county attorney’s office added.

In the wake of Green’s arrest, Garland Elementary announced on October 28, in an email sent to parents/guardians that Vanica Crane would be taking over as the school’s new principal replacing Mark Johnson, effective immediately.”

As I write this on the last day of 2022 I haven’t seen a conclusion to this story. No matter what the outcome of this case is it will be an educational tragedy. If the teacher is innocent he has lost his reputation or it will have been irreversibly damaged, spent time in jail, and lost his job. If he is innocent and put through all of this then the local educational system has failed him and a valuable teacher has been lost.

If he’s guilty then the school wasn’t able to stop a predator from preying on multiple young children. If he’s not successfully prosecuted then our legal system adds insult to injury. Perhaps the police did something wrong during the arrest or the county attorney knows the case can’t be prosecuted due to lack of evidence. It’s entirely possible that there is an issue with one or both of the victim’s statements. I wonder why the school principal was replaced and transferred if he did nothing wrong. There is one thing you can do to ensure your child is never abused by a school employee. Start your own school!

Former Utah teacher who sexually abused 3 students released on parole – 9/11/2019

<https://kutv.com/news/local/former-utah-teacher-who-sexually-abused-3-students-released-on-parole>

<https://archive.ph/1lwRz>



Before being granted parole in April, she told the parole board that she took advantage of the teen's attention because she had problems with self-esteem.

Grantsville High teacher arrested after alleged sexual abuse of student – 1/14/2022

<https://ksltv.com/481439/grantsville-high-teacher-arrested-alleged-sexual-abuse-student/>

<https://archive.ph/zwT5K>



“After being read his Miranda Rights, police say Harrison admitted to grabbing the victim’s buttocks when they were in the school’s weight room “with a bunch of students messing around.” According to court documents, the victim told police she felt she had to do what Harrison asked of her as he was her coach and teacher.”

A Utah teacher sexually abused children over his 31-year career. How did he hide so long? – 8/5/2020

<https://www.thespectrum.com/story/news/2020/08/05/how-sexual-predator-curtis-payne-utah-teacher-hid-30-years/3227290001/>

<https://archive.ph/RZ5dS>



“Decades later, Judge Jeffrey C. Wilcox would reference this letter at Payne’s sentencing and say he was “outraged” and “frankly appalled” at how the school district handled complaints against Payne.”

Judge calls ex-principal ‘master groomer’ and sends him to prison for sex abuse - 5/28/2013

<https://www.deseret.com/2013/5/28/20520292/judge-calls-ex-principal-master-groomer-and-sends-him-to-prison-for-sex-abuse>

<https://archive.ph/hzQyp>



“HEBER CITY — A judge threw the book at a former principal Monday, calling him a "master groomer" who sexually abused young boys. Charles Weber, 66, was sentenced by 4th District Judge Lynn Davis to two consecutive terms of five years to life in prison for two counts of forcible sodomy, a first-degree felony, in connection with the abuse of a 15-year-old boy, who was a former student.

Weber was arrested last year after he "admitted to sexually abusing several young boys over the past 35 years," FBI agent Jeffrey Ross wrote in a police affidavit filed in 4th District Court. "There does appear to me to be a sort of tutoring process, grooming process, manipulation process as it pertains to youth in this community," the judge said of Weber. "Some of these events go back to 1975 and 1977 and some are as recent as 2012, so he is a master groomer."

"Julia Lowe, a former Soldier Hollow employee who is distantly related to the victim, said she thought Weber's focus on his own medical issues in court was "sick." "I'd like to hear apologies to the victims, the youth, I didn't hear anything," she said. "No remorse, anything in his countenance, physical body language — it's pretty sad. I don't think anyone like that should be on the streets." She said it has been hard for her to think about what else she and her fellow school employees could have done to protect their students. She was also disappointed in the lack of representation from the charter school at the sentencing Tuesday. "I think we need to send a super strong message that this won't be tolerated in our communities and families," she said."

With all due respect sending a "super strong" message won't stop a child predator from preying on children. The only way to stop a child predator from hurting a child is to deny the predator access to the children. The only way this guy was caught is through a 48-year-old former student reporting years after the abuse occurred. How many children were abused since the '70s? It's logical to assume there were more victims than what he was charged for. What could this former employee have done to stop this? Nothing! No system is perfect but when avoiding a severely imperfect system is possible why would you risk sacrificing your son or daughter on the altar of public education? Is ensuring a double-income lifestyle worth exposing your child to the physical, emotional, mental, and spiritually damaging monsters of public education? Have you bought into the lie that you aren't capable of taking responsibility for facilitating your child's education because you aren't certified to do it? The same system that supposedly prepared you with enough education and training to enter the adult world now finds you completely incapable of efficiently passing on that education to even your 3rd grader?

They'll allow you to play a supporting role in your child's education as long as you stick to paying your property taxes, helping with homework, voting for school board members, volunteering in the classroom, donating to their dumb double-dipping fundraisers, and blindly backing up your local education racket and its employees on social media when the broken system reveals itself but don't you dare think you're smart enough to replace them. You're NOT CERTIFIED! Never mind that most professionals with certification can be sued when they screw up but certified teachers are protected from legal action when it comes to malpractice. Never mind that you love your child more than any paid teacher or admin ever will. You're still NOT CERTIFIED! I hope your own experience and the evidence shown in this paper will finally convince you that certification doesn't guarantee anything, not even physical safety.

Utah teacher admits to inappropriate relationship with 14-year-old student – 12/9/2020
<https://nypost.com/2020/12/09/teacher-admits-to-inappropriate-relationship-with-14-year-old-girl/>
<https://archive.ph/ZzFTZ>



"But he persisted — and even smuggled her into their school when it was closed because of the pandemic, the affidavit said. "Lucas told the girl to get into a large black

and yellow Sterilite bin. Lucas placed the Sterilite bin (with the female victim inside of the bin) on a dolly device and wheeled the girl into his classroom,” the affidavit said. He told cops that he named the bin after the girl, and put a note inside reading, “Hope your box is comfortable.” Talley said the girl’s parents didn’t know he had put her in a bin — and admitted he “does not feel a girl at the age of 14 is able to consent or even choose to be put into a bin and wheeled into his classroom,” the report said.”

Utah teacher admits trying to meet 13-year-old for sex – 10/23/2020

<https://nypost.com/2020/10/23/utah-teacher-admits-trying-to-meet-13-year-old-for-sex-cops/>

<https://archive.ph/vRgmX>



“Allen asked the undercover detective, who was working with the FBI Child Exploitation Task Force in Layton, for nude photos and set up a meeting for sex, investigators said. Allen later arrived at the predetermined location, where he and his car were identified by police, the newspaper reported. He then “fully admitted” to talking to the person he thought was a child about the illicit meetup and showing up where he thought the child lived, as well as asking for nude photos, police said.

“Allen, who taught digital media according to the school’s website, has been placed on administrative leave, Weber School District officials said. “We were told that the alleged criminal actions of Mr. Allen were not related to any activities that took place at Roy High School, and it did not involve any students,” district officials said in a statement to the Salt Lake Tribune.”

What a heartless way to make a statement. Not a student so not a problem?

Davis District psychologist accused of sharing student information that allegedly led to child’s rape – 5/5/2022

<https://www.deseret.com/utah/2022/5/5/23058568/davis-district-psychologist-shared-student-information-with-husband-sexual-assault-charges>

<https://archive.ph/o2GyX>



“A Davis School District elementary school psychologist on administrative leave since August now faces a misdemeanor charge after investigators say she disclosed a student’s personal information that may have led to the student’s rape.

Natalie Stokes, 39, of South Weber, was charged Monday with one count of unauthorized collecting, sharing or use of private student data, a class A misdemeanor, according to online court records. Charging documents say Stokes’ charge is connected to the case against her husband, 41-year-old Phillip Brandon Stokes, who was arrested and charged last August with a slew of felonies. Phillip Stokes faces 13 felony counts in Farmington’s 2nd District Court, including five counts of aggravated sexual abuse of a child, two counts of rape of a child and two counts of sodomy on a child — all first-degree felonies — among other charges.

Phillip Stokes also faces charges in Utah's federal court, consisting of single counts of production of child pornography, coercion and enticement, according to federal court records. In early 2021, members of the Davis County Sheriff's Office and the FBI opened an investigation into someone they only knew as "Christian," charging documents state. In March, police say that "Christian" began contacting an 11-year-old girl over TikTok, and by July, "Christian" told the girl to text him on another app. Within three hours of a conversation beginning, "'Christian' began to aggressively and persistently ask (the girl) for nude photographs of herself," charging documents state. The girl sent photos, according to the charging documents, while "Christian" then sent photos of his genitals and other sexually explicit photos.

The text messages, which were reviewed by police, show that on the same July day, "Christian" persuaded the girl to meet him at a park. Judging from the messages, police believe the two had a short initial meeting at a park, but had a second, longer meeting at the park the same day.

"In the chats, 'Christian' made several comments acknowledging that sexual activity occurred during this second encounter," charging documents say. Police analyzed the photos from "Christian" in the text messages and noted in charging documents that one photo included the man wearing a T-shirt that had "a unique graphic and words on it." Investigators later found the profile information for the account, and they discovered the account was accessed using a specific IP address, which they traced to Phillip Stokes, and Stokes' address on his driver's license matched that of the address from the internet provider, charging documents state. Investigators allege that a photo that Stokes posted on social media featured him wearing an identical T-shirt with the unique graphic seen in the sexually explicit photos sent to the girl.

Phillip Stokes agreed to speak with police following his arrest on Aug. 2. He allegedly told police that he was behind the "Christian" persona and that he sent the nude photos while soliciting photos from the girl. Phillip Stokes also admitted to sexually abusing the girl on two occasions, according to charging documents. During his interview with police, Phillip Stokes told police that he came to know the girl because his wife, Natalie Stokes, was the girl's counselor at an elementary school, according to charging documents in Natalie Stokes' case. Police say he told them his wife had mentioned there was a girl having problems at the school, who had gotten into trouble, and he later learned that girl was on TikTok. "I guess it started as just curiosity like ... I wanna see what that is all about. And so ... I looked up her videos and you know the rest," Phillip Stokes told police, according to charging documents. He had created his own TikTok account and searched for the girl "using the information he received exclusively from" his wife, charging documents state."

A school psychologist is only being charged with a misdemeanor for providing her predator husband with the information to target, rape, and sodomize an 11-year-old girl who is likely already dealing with some emotional challenges? That is disgraceful! This woman's flagrant misuse of data should be a lesson to every parent that your child's data is easily compromised despite guarantees to the contrary. A school psychologist handles very sensitive information about vulnerable people and should be held to the highest standard possible.

This also shows that the trusted individual in the system isn't the only concern. People in the circle of trust of a teacher, admin, nurse, psychologist, or even custodian could be given access to children and even cause your child harm. You might know and trust your child's teacher but have you been given the chance to vet their spouse? Of course not, why would you care about

them? This is why! Why do people keep assuming dangerous people in education are so rare? I've been able to amass a pretty large list without much effort. Some events go unreported or unknown.

I'm constantly told that school staff is deserving of my trust and people have explained to me what vast resources the public school system has to offer. How could I possibly keep these vast resources from my child? For some people withholding my child's participation in this system is borderline neglect. Forget developing a child's intellect, this system can't even keep children safe? I have no idea how the predator and predator's helper have changed the course of this little girl's life but it hurts my heart to think about the damage done.

Another lesson this teaches us is that little girls have no business on TikTok or any other platform on their own. Social media gives predators access to kids. Call us helicopter parents for keeping our children away from the system and social media if you want but our decision to keep our children away from these things is making more sense with each story that makes the news. When you occasionally see stories in the news about school harm your perception might lead you to believe that exposure to danger is rare. Collecting recent stories and showcasing them together gives a different perspective. Known and unknown dangers can be found every day in every school in the country. The spectrum of associated risks and frequency of student damage inherent in all public schools is grossly underestimated. Keep reading to discover why I take this position.

Utah teacher charged with rape for allegedly having sex with student – 2/1/2017

<https://www.sltrib.com/news/courts/2017/02/01/utah-teacher-charged-with-rape-for-allegedly-having-sex-with-student/>
<https://archive.ph/GBKXG>



“The teen told police that he had intercourse with Lewis in early January, according to court records. He said he met Lewis at her Payson home, where she provided him with Hypnotik vodka. They began making out, he told police, and they eventually had sex in her bedroom. The teen also showed police a cell phone recording of them making out before they had sex, according to charging documents. "Lewis told the victim that if someone asks about their relationship, that he is supposed to deny it and it will eventually go away," prosecutors wrote in charging papers.

UPDATE: In July 2018, she was arrested for violating the conditions of her parole, meth distribution. How is she even out of jail for the sexual abuse charge?

SEE THE FOLLOWING STORY ABOUT THIS SAME GROSS TEACHER

Springville High School teacher on administrative leave following sexual harassment accusations – 3/30/2021

<https://www.abc4.com/news/local-news/springville-high-school-teacher-on-administrative-leave-following-sexual-harassment-accusations/?ipid=promo-link-block2>
<https://archive.ph/TEW2m>



“Tiffany Shurtliff is a former student at Springville High School who took part in the walkout. “Most of what I heard in high school was, he’s gross. If you want to pass, just wear a low cut top, wear shorts, bend over, flirt with him,” she explains. “Basically whenever he would talk to me, he wouldn’t look at me. He would look at my breasts. He would always choose me to go to the gas station, usually once a day. We would go to the gas station to fill up one of the cars with gas. Me, and it was usually two or three other students, but he would always say that I got to sit in the front, and sometimes he would have me drive,” Shurtliff says.”

SEE THE PREVIOUS STORY ABOUT THIS SAME TEACHER

Springville High School teacher charged with sexual battery at his home – 7/21/2021

<https://www.abc4.com/news/springville-high-school-teacher-charged-with-sexual-battery-at-his-home/>
<https://archive.ph/U16Av>



“According to the police statement, the victim was at Fredrickson’s home to have her nails done when he allegedly began to touch her inappropriately. The statement reads that Fredrickson stopped when he was told to do so by the victim but apologized with a sexually charged remark. When the victim was leaving the home later on, Fredrickson allegedly inappropriately touched the victim again and continued to do so after she asked him to stop.”

Notice that it took 150 students protesting in front of the school for the admin to take notice of this dirt bag. Good for them for bringing attention to this teacher! Then he was put on leave and arrested months later for sexually assaulting a girl at his home. Background checks aren’t very effective.

60-year-old President of Goshen OH school board, meeting an 11 y/o. – 4/23/2022

<https://www.youtube.com/watch?v=2-qP4IWcOYg>



This is not a Utah story but it’s very important and not that out of the ordinary. This school board member has resigned over this event. He was running an entire school district for 17 years! Start watching the video at 7 mins. He drove two hours to bring 11-year-old girl snacks? From the very beginning, he’s claiming all of this was innocent and even insinuated that the 11-year-old was asking for inappropriate things. He kept saying “she’s starvin’ for something.” He only

admits to things as the questioners bring them up. It gets worse and worse as the video goes on. He also didn't explain what his job was at first. When they asked him if he was a school board member he denied it. This man is sick and was president of a school board. Watching this video gives some insight into the mind of a predator which you might use to protect your children. Congrats to this group for catching a child predator! I would be willing to bet some readers will think this has nothing to do with the school system being dangerous because he doesn't interact with students daily. Ya ok!

Goshen School Board president resigns after "deeply disturbing" accusations – 4/24/2022

<https://www.youtube.com/watch?v=6gWl4vjgfHI>



It made the news!

Former Berthoud teacher charged with rape in Utah – 12/10/2020

<https://berthoudsurveyor.com/former-berthoud-teacher-charged-with-rape-in-utah/>
<https://archive.ph/1iJUP>



“Zachery Kent Denison, 28, who resigned from his teaching position at Berthoud High School where he was also the boys basketball coach on Nov. 1 has been accused of being in a sexual relationship with a former student. According to a probable cause affidavit filed in the case the female student told authorities that the sexual relationship with Denison began in February 2019 when she was 14 years old, while he was teaching at Mt. Nebo Junior High in Payson, Utah. Denison told authorities he had initiated contact with his student and reportedly confirmed that the sexual intercourse that began in 2019 was consensual.”

Courtney Jarrell Update: Former Utah teacher ordered to stand trial on rape charges – 8/27/2013

<https://www.cbsnews.com/news/courtney-jarrell-update-former-utah-teacher-ordered-to-stand-trial-on-rape-charges/>
<https://archive.ph/HK8iU>



“The girl testified that she had sexual encounters with Jarrell at the teacher's house. Prosecutors say the girl was 17 at the time and a student at Riverton High School, where Jarrell taught math and coached the sophomore girls' basketball team. Jarrell is charged with rape and forcible sexual abuse. Jarrell's attorney, Ken Brown, said she didn't use her position to influence the teen. He says the two just fell in love. He says Jarrell will plead not guilty.”

This story is a bit older but it shows that abusers don't always look dangerous. It also shows how the abused may not even consider it abuse because the student has been groomed.

West Jordan teacher charged in child pornography case - 11/21/2015

<https://kutv.com/news/local/west-jordan-teacher-charged-in-child-pornography-case>
<https://archive.ph/tR2Cr>



“A West Jordan Middle School teacher under investigation for child pornography has now been charged. The teacher, 31-year-old Jeffrey Thomas Patterson, allegedly admitted to police that he downloaded and viewed child pornography multiple times. According to the charging documents, Patterson told police he felt sexually attracted to his students and had fantasies, but never had any sexual contact with any of his students. Patterson was charged with two counts of sexual exploitation of a minor, a second degree felony.”

Utah teacher charged with unlawful sexual activity with minor – 10/11/2019

<https://www.abc4.com/news/local-news/utah-teacher-charged-with-unlawful-sexual-activity-with-minor/>
<https://archive.ph/GPbCK>



“Documents state when Zawalksi was interviewed by police, he admitted to meeting the teen online and that he knew the boy was 15 years old. Prosecutors also allege the exchange of erotic videos and photos between the Zawalksi and the teen. Zawalski, a band teacher at Evergreen Junior High within the Granite School District, was first booked in the Salt Lake County Jail back in September. He was placed on leave immediately following his arrest. Zawalski now faces 16 felony charges including five counts of sodomy, eight counts of sexual exploitation of a minor, two counts of dealing in harmful material to a minor, and one count of criminal solicitation.”

Southern Utah teacher arrested for inappropriately touching student, police say – 4/18/2019

<https://www.deseret.com/2019/4/18/20671163/southern-utah-teacher-arrested-for-inappropriately-touching-student-police-say>
<https://archive.ph/8v4Ao>



“On Saturday, a 13-year-old girl who attends Tonaquint Intermediate School, 1210 W. Curly Hollow Drive, told St. George police that her teacher, Timothy, touched her buttocks while she was sitting on her desk, according to a Washington County Jail report. “(The girl) disclosed when she realized what was happening she jumped off her desk and moved away from Mr. Timothy and sat in her chair,” the report states. “(She) disclosed that she felt sick and was physically and emotionally upset about what had happened.”

Ex-teacher who fed students semen-laced cupcakes sentenced to 41 years – 2/20/2022

<https://nypost.com/2022/02/20/ex-teacher-who-fed-students-semen-laced-cupcakes-sentenced-to-41-years/>

<https://archive.ph/43xe5>



“The couple were busted after authorities received a tip at the National Center for Missing and Exploited Children. Investigators later found nude photos of them with the minor. A lawsuit filed against Dennis Perkins and the Livingston Parish School System claims that Cynthia Perkins filmed her husband supplying semen for the cupcakes that were later fed to children at Westside Junior High School. Count 15 in the original indictment against the couple alleges the semen was mixed into both the desserts and energy drinks before it was served to victims.”

I know I wrote that I intended to focus on Utah teachers but I’m making an exception for this Louisiana couple to illustrate the level of depravity that can occur with background-checked teachers. And her husband was a sheriff’s deputy! How in the world would a parent defend their children from a monster like this? Their children were assigned to this junior high teacher and the parents trusted the system to ensure a “safe” learning environment. Can you even imagine this happening at your child’s school?

It would be hard to make this stuff up. Imagine the mental and emotional damage caused by the public school system that will never be met with justice. We can just chalk it up to inefficiency in the system or a few bad apples. Even better why don’t we blame the failures of the system on the parents and/or the children (sarcasm)? This is disgusting! Please protect your children and get them out of the diseased public school system. I hope this paper will give you the evidence you need to make changes.

The Stolen Kids of Sarah Lawrence What happened to the group of bright college students who fell under the sway of a classmate’s father? – Updated 4/6/2022

<https://www.thecut.com/2022/04/larry-ray-sarah-lawrence-students.html>

<https://archive.ph/nOiBt>



“Anyone who spent time with Talia Ray during her first year at Sarah Lawrence College heard her talk about her father. He was a truth teller, she’d explain, who’d been silenced by a group of powerful, vindictive men. He’d been sent to prison for his heroic efforts to save her and her younger sister from their abusive mother, and his incarceration was the result of deep-seated government corruption. Talia, who had grown up in New Jersey, was old for a freshman and had become the de facto leader of her group of friends, organizing their housing for the next year at Slonim Woods 9, a drab two-story brick dorm in the middle of campus. So in late September 2010, at the beginning of sophomore year, when Talia told her housemates that her father was getting out of prison and needed to crash with them for a while, they were mostly unfazed.

Within days of his release, Larry Ray moved onto Sarah Lawrence's campus. He planted himself in the common area, cooking steak dinners and ordering expensive delivery for Talia and her seven housemates. While they ate, he told them stories in a nasal Brooklyn accent about his long and decorated history as a government agent, his former work as an international CIA operative, how he recovered Stinger missiles off the black market and engineered a cease-fire in Kosovo. He loved to preach the values of the Marine Corps and dropped references to his relationships with high-ranking American military officers."

"He could also be charming. He was a good listener and engaged the group on heady concepts like truth and justice. "He did all of our cleaning and definitely took on the dad role in the house in a big way," says Juli Anna, one of the Slonim 9 roommates. He screened Carl Sagan's Cosmos in the common room, where the students watched from pillows on the floor, and followed it with an impromptu lecture on the nature of the universe. At night, he'd retire to an air mattress in Talia's room or the common-room couch."

"Talia's boyfriend at the time remembers seeing Larry and Isabella reclining on Talia's bed. Larry was stroking Isabella's hair, soothing her. "He's like, 'Nobody's going to hurt my baby girl,' " the ex-boyfriend says. Larry said he was going to start sleeping in Isabella's room, an arrangement that made the boyfriend uncomfortable. "You're acting like I'm going to be sleeping with her," Larry responded, "but I'm going to be sleeping on the floor. She needs someone to help her."

"From the first time they'd heard about Larry, Claudia's parents were suspicious of him. When they realized he was living in Slonim 9, they met with Allen Green, Sarah Lawrence's dean of student life. Green told them he'd received other complaints about Larry but his hands were tied; a father had a right to visit his daughter on campus, he explained. A second meeting ended similarly. (Green did not respond to multiple requests for comment. Sarah Lawrence said it "had no record that Larry Ray lived on campus at any time."

"Daniel, Talia, and Isabella graduated in the spring of 2013. Santos never graduated. Claudia graduated a semester late, in the winter of 2013. Larry attended her commencement ceremony. According to Claudia's mother, Green, the dean of students, approached her and Claudia's father and said, "Well, I'm glad I won't be seeing him anymore."

"Santos's parents estimate that they gave Larry more than \$200,000 over three years. They were forced to sell their house to cover the costs. They went to the NYPD three times with their story, but police told them there wasn't much that could be done if their children were over 18. Claudia's parents also alerted the police and were told the same thing. In 2017, the police conducted a wellness check on Claudia and determined that she was acting of her own free will. From her parents' perspective, nothing could be further from the truth.

One night in 2013, Yalitz's parents got a call from a doctor at Mount Sinai Hospital. Yalitz had attempted suicide by swallowing a bottle of Tylenol and was in a coma. When she woke, she was transferred to a hospital in White Plains, where her parents visited her every day. One day, security wouldn't let them into their daughter's room. And if they wanted to meet with Yalitz's doctor, they needed to do it with Larry present."

“On March 8, 2022, Larry Ray went on federal trial for sex trafficking, extortion, conspiracy, and a string of other crimes. On April 6, he was convicted on all counts. Authorities began investigating Ray in response to this article, originally published in April 2019.”

I haven't included much about "higher education" in this paper but it certainly isn't exempt from danger. In fact, university can be even more of an opportunity for student manipulation. This story is extremely long but it illustrates how a master manipulator can be allowed on campus to work his ugliness on innocent youth right under the noses of the school administration. I find the inaction of the school administration to be shameful but not surprising. They knew about this issue but looked the other way. Visiting your daughter and living with her on campus are two different things. They could have done something.

Hawaii teacher accused of child sex assault, child porn crimes to remain behind bars – 6/22/2022

<https://www.hawaiinewsnow.com/2022/06/22/hawaii-teacher-accused-child-sex-assault-distribution-child-porn-remain-behind-bars/>

<https://archive.ph/YnrM2>



“HONOLULU (HawaiiNewsNow) - The Pearl City High School substitute teacher accused of having sex with a 13-year-old boy during school lunch breaks will remain behind bars at least until late July.

Federal prosecutors said Tuesday that 34-year-old Alden Bunag is a danger to the community and a flight risk. “We have concerns based on Mr. Bunag’s ties to the Philippines. If he was released he could pose a flight risk to the Philippines,” Assistant U.S. Attorney Rebecca Perlmutter said in a detention hearing. Bunag’s attorney, Jacquelyn Esser, said that her client had no criminal records but agreed to his remaining in custody in the Federal Detention Center without bail until late July when a new detention hearing can be held.”

“Bunag’s parents are expected to return from a trip from the Philippines then and she said he can be placed under their supervision. Bunag has worked as a substitute teacher for the Department of Education for a decade. Most recently, he was a part-time temporary teacher at Pearl City High School this year and last. Before that, he worked at Ilima Intermediate. “Teachers that prey on the kids ... I think are the most despicable because they’re the people that we’ve trusted to have custody of the kids,” said attorney Mark Gallagher, who has handled a number of lawsuits against child sex offenders.”

“Prosecutors alleged Bunag recorded his alleged sex assaults against his former student. He then exchanged the videos with another teacher in Philadelphia who was also charged with distributing child pornography, they said.”

I'm allowing this story as an exception to my effort to only mention Utah-specific teacher offenders because of the last quote. These teachers were recording and sharing videos of their assaults with one another. The teacher in Hawaii has been working as a teacher for a decade. I assume he had to submit to some sort of background check during that decade and yet here we are. Why in the world would the state even think about releasing this 34-year-old monster to the supervision of his parents?

How would that keep anyone safe? Sadly, it is incredibly easy to find so many stories of student abuse at the hands of teachers. Also note that this is man-on-boy violence. Let's not assume that same-gender situations are safe. No matter what gender the victim is this story is disgusting! How many more victims of this teacher will they discover during the investigation? Let's not be naive enough to assume this is the only victim.

Frustrated Utah teacher charged with hitting disabled student – 5/3/21

<https://www.ksl.com/article/50159151/frustrated-utah-teacher-charged-with-hitting-disabled-student>

<http://archive.today/8XmFQ>



“The aide told investigators that when she looked over at Bell's desk again, she saw her hit the student she had tripped over "on the back of the head three times, 'boom, boom boom.' (The boy) then said, 'You hit me, you hit me' and began to cry," according to the charging documents.”(The boy) is significantly disabled and has limited verbal capacity.”

This one didn't involve sexual abuse but still deserves a dishonorable mention. I don't care how frustrated a teacher is. They should never get physical with a child.

2/14/22 – This is a website that tracks hundreds of incidents of criminality in the teaching industry. You'll find everything from sexual abuse to drug arrests. Criminal background checks help keep kids safe but they are no guarantee.

<https://www.iheartmyteacher.org/index.php>

<https://archive.ph/VleAD>



10/14/22 – At least 269 K-12 educators arrested on child sex crimes in first 9 months of this year

<https://www.foxnews.com/politics/at-least-269-k-12-educators-arrested-child-sex-crimes-first-9-months-year>

<https://archive.ph/U6eqQ>



“Nearly 270 public educators were arrested on child sex-related crimes in the U.S. in the first nine months of this year, ranging from grooming to raping underage students. An analysis conducted by Fox News Digital found that from Jan. 1 to Sept. 30, at least 269 educators were arrested, which works out to roughly one arrest a day. The 269 educators included four principals, two assistant principals, 226 teachers, 20 teacher's aides and 17 substitute teachers. At least 199 of the arrests, or 74%, involved alleged crimes against students.”

“The analysis looked at local news stories week by week featuring arrests of K-12 principals, assistant principals, teachers, substitute teachers and teachers’ aides on child sex-related crimes in school districts across the country. Arrests that weren’t publicized were not counted in the analysis, meaning the true number may well be higher.”

"The number of teachers arrested for child sex abuse is just the tip of the iceberg — much as it was for the Catholic Church prior to widespread exposure and investigation in the early 2000s," Christopher Rufo, a senior fellow at the Manhattan Institute, said in a statement to Fox News Digital. "The best available academic research, published by the Department of Education, suggests that nearly 10% of public school students suffer from physical abuse between kindergarten and twelfth grade."

"According to that research, the scale of sexual abuse in the public schools is nearly 100 times greater than that of the Catholic Church," he said. "The question for critics who seek to downplay the extent of public-school sexual abuse is this: How many arrests need to happen before you consider it a problem? How many children need to be sexually abused by teachers before you consider it a crisis?"

It is reasonable to assume the abuse problem is much larger than the number of individuals who are caught. It’s just another risk of sending your students to public school and trusting the paid adults there. There is no chance of this happening here because we don’t give other adults access. My teen son had an experience last year where a boy sitting next to him got his attention and proceeded to pull some sort of white slime out of his pants. The math teacher was at the front of the class while this occurred. We reported it and my son was moved away from this kid. Earlier the same day my son said this boy randomly walked up to him and asked him if he wants to eat pussy during a fire drill. If this happens while the teacher is present what happens when the teacher isn’t there?

U.S. Department of Education, Office of the Under Secretary, Educator Sexual Misconduct: A Synthesis of Existing Literature, Washington, D.C., 2004.

<https://www2.ed.gov/rschstat/research/pubs/misconductreview/report.pdf>

<https://web.archive.org/web/20040711173537/https://www2.ed.gov/rschstat/research/pubs/misconductreview/report.pdf>



“This report was prepared for the U.S. Department of Education under Purchase Order ED-02-PO-3281. The views expressed herein are those of the authors. No official endorsement by the U.S. Department of Education is intended or should be inferred. U.S. Department of Education Rod Paige Secretary”

If they paid for the study, put their name on it, and released it that is an endorsement. Perhaps they want to distance themselves from the implications of this study and the real damage inflicted upon children at the hands of taxpayer-funded employees. The damage inflicted upon children is a problem but it’s so much worse when we are forced to fund the perpetrators.

“Preface

Any adult misconduct or sexual abuse in schools is of grave concern to students, parents, educators, and the Department of Education. This literature review of sexual abuse and sexual misconduct responds to the mandate in Section 5414 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to conduct a study of sexual abuse in U.S. schools. To satisfy this mandate, the Department of Education contracted with Dr. Charol Shakeshaft of Hofstra University.

Using the limited research that is available in this area, her literature review describes, among other topics: prevalence of educator sexual misconduct, offender characteristics, targets of educator sexual misconduct, and recommendations for prevention of educator sexual misconduct. We note that the author offers several new recommendations that may be worth considering, although some may be at odds with current law.”

Why is the research limited? This is certainly not a new problem. Shouldn't studies have been part of the original 1965 act?

“Although the author’s findings are in part broader than the congressional mandate and therefore could be perceived by some as insufficiently focused, we believe that sexual misconduct in whatever form it takes is a serious problem in our nation’s schools and one about which parents and taxpayers have a right to be informed. The Department of Education is currently investigating ways to obtain more reliable evidence on the extent of sexual abuse in schools.”

It is nice to read the admission from the Department of Education that sexual misconduct is a serious problem in our nation’s schools and that we have a right to be informed. However, this study was conducted in 2004 and yet my research nearly two decades later shows this is still a serious problem.

“It is important to note some of the Department’s reservations about the findings in the literature review. Specifically, the author focuses in large measure on a broad set of inappropriate behaviors designated as “sexual misconduct,” rather than “sexual abuse,” which is the term used in the statute. Specifically, section 5414(a)(3) of the ESEA requires the Secretary of Education to conduct “[a] study regarding the prevalence of sexual abuse in schools. . . .” (emphasis added) The distinction between “sexual misconduct” and “sexual abuse” is significant in legal and other terms. However, both are of concern to parents and the Department.”

I believe the department is making sure this distinction is made in order to minimize the problem. The department clarifies that sexual abuse and sexual misconduct are both concerns but still feel the need to spell out the legal differences to reduce the level of panic a parent might have as they read through the study. Perhaps they should clarify what the penalty for sexual misconduct is as well. Is there a criminal penalty attached to that or is that something each district or school handles in their own way? All sexual misconduct at school should carry a criminal penalty.

“The author’s use of the two words interchangeably throughout the report is potentially confusing to the reader. Federal law gives separate and specific meaning to the words “sexual abuse,” and such words should not be confused with the broader, more general concept of “sexual misconduct.” Specifically, “sexual abuse” has been a defined term for over 17 years [18 U.S.C. § 2242]. It involves an act where one knowingly “causes another person to engage in a sexual act by threatening or placing that other person in fear. . .” or

“engages in a sexual act with another person if that other person is—(A) incapable of appraising the nature of the conduct; or (B) physically incapable of declining participation in, or communicating unwillingness to engage in, that sexual act. . . .” Id. “Sexual abuse” carries a penalty of a fine or imprisonment for not more than 20 years, or both. Id.

To clarify, the criminal penalty for sexual abuse will always consist of more than a fine. The secretary should know that.

Finally, despite some of the above reservations about this study, the Department believes that this topic is of critical importance and that releasing the report is clearly in the public’s interest. The overwhelming majority of America’s educators are true professionals doing what might be called the “essential” work of democracy. The vast majority of schools in America are safe places.

Being a “true professional” does not indicate goodness by itself. Some people might interpret “the essential work of democracy” as obedience training for citizens or even brainwashing children into accepting immoral ideologies. Even in 2004, this “essential” work was well underway. As a student of modern education, it’s becoming easier to decipher this sort of modern pedagogical language. What good is a grand vision of educators being the high priests of democracy when they can’t even keep children safe?

How much abuse has taken place in schools since 2004? How many school shootings have we seen since then? The system can’t even teach reading properly. Look at the depressing reading test scores over the last decade. Even though testing probably doesn’t show the true extent of the academic problem in US schools it is an indicator most people accept as valid. This study is evidence that the system didn’t even know the extent of the sexual abuse problem occurring in schools at the time. Fast forward to the current day and the problem remains.

We are not a democracy we are a republic as written in our Constitution.

The Constitution of the US - Article IV, Section 4

“The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.”

One might even go so far as to call our form of government a constitutional republic with representative democracy but to simply use the word “democracy” lacks precision especially when we consider who is writing the preface. If the head of US education at this time simplifies our system of government to democracy then what hope do we have that the children were being taught correct principles? If the secretary of the department commits several paragraphs in his preface to clarifying the difference between sexual abuse and sexual conduct he won’t mind if I clarify a basic concept taught in every US civics class. They still offer those right? My local elementary lists the 6 C’s on their website. The 6 C’s are the 21st-century skills they want students to learn. The citizenship category says:

“Citizenship: compassion, empathy, and concerns for others, thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.”

Our local elementary school wants children to think like global citizens but mentions nothing about US citizenship. I found out later “The 6 C’s” originated far away from our local elementary.

The last line claims that the vast majority of schools are indeed safe places. This claim is in stark contrast to the prior claim that “we believe that sexual misconduct in whatever form it takes is a serious problem in our nation’s schools”. Nearly two decades after this study was released the school system in America today is more interested in creating “safe spaces” than “safe places”.

Nevertheless, we must be willing to confront the issues that are explored in this study. We must all expand our efforts to ensure that children have safe and secure learning communities that engender public confidence.

**Eugene W. Hickok
Deputy Secretary”**

“PURPOSE AND METHODS OF SYNTHESIS

Section 5414 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, requires “a national study of sexual abuse in schools.” This synthesis reviews existing data which relate to educator sexual misconduct including the methods used to collect those data. This report documents research on educator sexual misconduct, not advice or practice recommendations unless supported by data. Using data related to sexual misconduct, the synthesis examines:

- Incidence and prevalence.
- Offender descriptions.
- Target/victim descriptions.
- Patterns of misconduct.
- School district responses.
- Legal remedies.
- Effects on targets and others.
- Consequences to offenders of allegations.
- Union and professional organization roles.
- Prevention.

Definitions

The phenomena examined in this synthesis include behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. In this review, “educator” includes any person older than 18 who works with or for a school or other educational or learning organization. This service may be paid or unpaid, professional, classified or volunteer. Adults covered by this review might be teachers, counselors, school administrators, secretaries, bus drivers, coaches, parent volunteers for student activities, lunchroom attendants, tutors, music teachers, special education aides, or any other adult in contact in a school-related relationship with a student.

“Students” include any person, whatever age, in an educational institution up through 12th grade. This review does not examine the literature on postsecondary or higher education educator-to-student sexual misconduct. The behaviors included in the review are physical, verbal, or visual. Examples include touching breasts or genitals of students; oral, anal, and vaginal penetration; showing students pictures of a sexual nature; and sexually-related conversations, jokes, or questions directed at students.

“Molestation,” “rape,” “sexual exploitation,” “sexual abuse,” “sexual harassment”— these words and phrases are often used to describe adult-to-student sexual abuse in schools. Shoop (2004) defines these behaviors as educator sexual exploitation. There is considerable discussion concerning the appropriate label for these actions. While “educator sexual abuse” is a common reference, “educator sexual misconduct” is a more appropriate term for the purposes of this review. In naming the focus of this inquiry, I use as a guide the policy of the Ontario (Canada) College of Teachers that recommends the term educator sexual misconduct because the phrase “educator sexual abuse” fails to include the larger set of inappropriate, unacceptable and unprofessional behaviors.”

Bravo! This is where the deputy secretary made a point to clarify that he didn't like everything being lumped together in this study. All sexual misconduct should be against the law. It's all sexual abuse when it comes to educator-to-student contact.

“By referring to “sexual abuse” the emphasis is placed on the victim, and the question of whether the victim did or did not suffer abuse or harm. This is not the appropriate focus. The proper emphasis must not be on the student, but on the teacher, who is solely responsible for his or her professional conduct” (Ontario College of Teachers, 2001, p. 3). Using the Ontario College of Teachers “Professional Advisory on Professional Misconduct Related to Sexual Abuse and Sexual Misconduct” (2002, p. 2) as a guide, educator sexual misconduct in this review is defined as any “behavior of a sexual nature which may constitute professional misconduct.” (p. 1). Included in this broad listing are several types of conduct including overt and covert actions:

- Any conduct that would amount to sexual harassment under Title IX of the (U.S.) Education Amendments of 1972.
- Any conduct that would amount to sexual abuse of a minor person under state criminal codes.
- Any sexual relationship by an educator with a student, regardless of the student's age; with a former student under 18; with a former student (regardless of age) who suffers from a disability that would prevent consent in a relationship. All students enrolled in the school and in any organization in which the educator holds a position of trust and responsibility are included.
- Any activity directed toward establishing a sexual relationship such as sending intimate letters; engaging in sexualized dialogue in person, via the Internet, in writing or by phone; making suggestive comments; dating a student. This definition includes criminal, civil, and professional codes of conduct and responds to the missing elements in much of the literature on child sexual abuse.

This definition covers what is also commonly referred to as sexual abuse and/or sexual harassment of children. This definition is central to the development of future studies on educator sexual misconduct.

1.2 Scope of synthesis search.

Using the general descriptor “educator sexual misconduct” (and its subsidiary or component behaviors), I have identified nearly 900 relevant citations including sui generis original studies, secondary analyses of existing data, journalistic articles, reports for professional and governmental organizations, and other related scholarship. I searched reference databases in education, juvenile and criminal justice, social sciences, law and public policy. I augmented those searches by contacts through Listservs and Web site destinations. More than 1,000 researchers, educators and policymakers were contacted to identify current studies of educator sexual misconduct. In particular, I examined sources identified for data on educator sexual misconduct that:

- Document frequency.
- Describe offenders/predators.
- Describe student targets/victims.
- Identify patterns of misconduct.
- Detail school district responses.
- Examine legal solutions.
- Describe effects on targets.
- Document consequences for offenders.
- Detail union and professional organization involvement.
- Document prevention interventions.

1.3 Methods of synthesis

Appropriate synthesis techniques depend on the design of studies and the types of data in the research literature. Normally, a research synthesis includes search, review, categorization, frequency analysis, comparative analysis and weighting or evaluating the results. A researcher synthesizing data usually will follow these steps:

- Assign studies to topical areas.
- Screen for studies based upon empirical data.
- Categorize by research method.
- Assess research quality and design.
- Assign confidence intervals by research design type and quality.
- Synthesize results using lists of findings, counts of expert judgments, and/or meta-analysis.

Unfortunately, there are few empirical studies on educator sexual misconduct. As a result, there are insufficient studies to undertake even the simple synthesis method of counting the votes, let alone to merit the more formal and rigorous methods of synthesis such as meta-analysis. Thus, this synthesis is confined to a review of existing empirical literature and identification of issues which need initial or further study. This report does not review discussions of best practice that are not based upon data.

PREVALENCE OF EDUCATOR SEXUAL MISCONDUCT

3.1 Sources and methods

Studies documenting child sexual abuse by any adult are conducted using two approaches. Incidence studies examine child sexual abuse official reports to child protective or criminal agencies. Prevalence studies ask children or adults if they have ever been sexually abused as a child by an adult. Incidence rates are generally lower than prevalence, since many more children are sexually abused than report this abuse to authorities.

Only 5 to 6 percent of child sexual abuse cases become known to social services or the police (Kelly et al., 1991). Results of prevalence studies differ based upon definitions of sexual abuse, sample, and data collection methods but range from 13 to 34 percent of females and 7 to 16 percent of males (Freel, 2003). Gorey and Leslie (1997), in a review of prevalence studies where they controlled for response rates and operational definitions concluded that 15 percent of women and 7 percent of men were sexually abused as children.”

5-6% become known to social services or police? That is astounding! Look at the recent stories I've posted just in the state of Utah and think about how much abuse went unreported.

“While there is no national U.S. incidence or prevalence study that has examined educator sexual abuse as its primary purpose, there are seven U.S. studies using six data sets that have examined prevalence of educator sexual misconduct from either an ancillary or regional perspective (Table 4).

Table 4. Studies of Prevalence of Educator Sexual Misconduct in the United States
American Association of University Women (1993). <i>Hostile Hallways</i> . Washington, D.C.: AAUW Educational Foundation.
American Association of University Women (2001). <i>Hostile Hallways</i> . Washington, D.C.: AAUW Educational Foundation.
Paul Cameron, William Coburn Jr., Helen Larson, Kay Proctor, and Nels Forde and Kirk Cameron (1986). Child molestation and homosexuality. <i>Psychological Reports</i> , 58, 327-337.
Kelly Corbett, Cynthia S. Gentry, and Willie Pearson Jr. (1993) Sexual harassment in high school. <i>Youth and Society</i> , 25 (1), 93-103.
Charol Shakeshaft (2003). Educator Sexual Abuse. <i>Hofstra Horizons</i> , Spring, 10-13.
Nan D. Stein, Nancy L. Marshall and Linda R. Tropp (1993). <i>Secrets In Public: Sexual Harassment in Our Schools</i> . Wellesley, Mass.: Wellesley Centers for Women.
Dan H. Wishnietsky (1991). Reported and unreported teacher-student sexual harassment. <i>Journal of Educational Research</i> , 84 (3), 164-169.

3.1.1.1 AAUW data and Shakeshaft secondary analysis.

This analysis used data collected for American Association of University Women in Fall 2000 by Harris International. Eighth through 11th grade students in the sample responded to a survey administered by trained interviewers during English classes. The survey asked students about their experiences of various forms of sexual harassment or abuse in school using the question below. Students responded to each of the 14 types of sexual harassment listed below by selecting one of the following frequencies: “often,” “occasionally,” “rarely,” “never,” or “don’t know.” The 14 stems were developed by an advisory panel of experts in the field of sexual harassment and correspond to behaviors that legally constitute sexual harassment, abuse, or misconduct. The question focuses on experiences that occurred in school.

The gating question asked students to respond to each type of behavior, no matter who the abuser had been. Follow-up questions for each of the behaviors identified the role of the abuser (student, teacher, other school employee, etc.) and the place where the abuse occurred. The question asked students was: During your whole school life, how often, if at all, has anyone (this includes students, teachers, other school employees, or anyone else) done the following things to you when you did not want them to?

- Made sexual comments, jokes, gestures, or looks.
- Showed, gave or left you sexual pictures, photographs, illustrations, messages, or notes.
- Wrote sexual messages/graffiti about you on bathroom walls, in locker rooms, etc.
- Spread sexual rumors about you.
- Said you were gay or a lesbian.
- Spied on you as you dressed or showered at school.
- Flashed or “moonied” you.
- Touched, grabbed, or pinched you in a sexual way.

- Intentionally brushed up against you in a sexual way.
- Pulled at your clothing in a sexual way.
- Pulled off or down your clothing.
- Blocked your way or cornered you in a sexual way.
- Forced you to kiss him/her.
- Forced you to do something sexual, other than kissing.”

I love that the survey included these things. All of this should be considered abuse. How many teachers skirt the law and nothing happens to them?

“For each behavior the respondent identifies as having experienced, she or he is asked a series of follow-up questions, including the role of the offender (student, teacher, counselor, etc.), where the incident took place, and when the incident happened. All analyses of these data are based upon the stems above, which constitute civil and criminal definitions of sexual abuse and harassment. The sample was drawn from a list of 80,000 schools to create a stratified two stage sample design of 2,065 8th to 11th grade students. Trained Harris Interactive researchers administered surveys in schools to 1,559 public school students in grades 8 to 11; 505 public school 8th to 11th grade students completed online surveys.

The sample included representative subpopulations of Latino/a, white, and African descent students. The findings can be generalized to all public school students in 8th to 11th grades at a 95 percent confidence level with a margin of error of plus or minus 4 percentage points. Responses from students who indicated they had experienced one of the listed behaviors were analyzed using descriptive statistics and frequencies. This analysis (Shakeshaft, 2003) indicates that 9.6 percent of all students in grades 8 to 11 report contact and/or noncontact educator sexual misconduct that was unwanted. 8.7 percent report only noncontact sexual misconduct and 6.7 percent experienced only contact misconduct.”

9.6% reported educator sexual misconduct!

“(These total to more than 9.6 percent because some students reported both types of misconduct.) Of students who experienced any kind of sexual misconduct in schools, 21 percent were targets of educators, while the remaining 79 percent were targets of other students. To get a sense of the extent of the number of students who have been targets of educator sexual misconduct, I applied the percent of students who report experiencing educator sexual misconduct to the population of all K-12 students. Based on the assumption that the AAUW surveys accurately represent the experiences of all K-12 students, more than 4.5 million students are subject to sexual misconduct by an employee of a school sometime between kindergarten and 12th grade.

Possible limitations of the study would all suggest that the findings reported here underestimate educator sexual misconduct in schools. The limitations which might result in under reporting are:

- Students report on their entire school career, thus making it difficult to determine prevalence by year or grade.
- Sample includes only 8th- to 11th-graders which might miss earlier incidents not remembered later.
- Questions on educator sexual misconduct are limited.
- Analysis was broad-brushed and cursory, excluding many details of educator sexual misconduct.

- Survey only asked about incidents that were unwanted, excluding reports of misconduct that were either welcome or that did not fall into either a welcome or unwelcome category.”

That last limitation is a complete unknown. Even if a student welcomes sexual misconduct it IS still abuse.

“Prevalence in the United States

As a group, these studies present a wide range of estimates of the percentage of U.S. students subject to sexual misconduct by school staff and vary from 3.7 to 50.3 percent (Table 5). Because of its carefully drawn sample and survey methodology, the AAUW report that nearly 9.6 percent of students are targets of educator sexual misconduct sometime during their school career presents the most accurate data available at this time.

	AAUW 2000/Shakeshaft Secondary Analysis 2003	Cameron et al.	Corbett et al. Personal Experience	Corbett et al. Others	Stein et al.	Wishnietsky
Contact	6.7	4.1	Not reported	21.1	Not reported	17.5
Noncontact	8.7	Not Studied	Not reported	19.5	Not reported	43
All Misconduct	9.6	Not Studied	6.5	50.3	3.7	Not Reported

4.0 OFFENDER CHARACTERISTICS

The limited available data (Hendrie, 1998; Jennings and Tharp, 2003; Shakeshaft, 2003; Shoop, 2004; Zemel and Twedt, 1999) indicate that teachers who sexually abuse belie the stereotype of an abuser as an easily identifiable danger to children. Many are those most celebrated in their profession (Shakeshaft and Cohan, 1994). Although we do not know how many or what percent of school employees are offenders, several studies describe the employees who have been identified (Table 6) using both surveys and first or third person descriptions of incidents of educator sexual misconduct. A number of the studies below, as well as newspaper and court reports, indicate that many are chronic predators; thus, the number of teachers who abuse is fewer than the number of students who are abused.

4.1 Job of offenders

Reflecting the reanalysis of the 2000 Hostile Hallways data (published in 2001), Table 7 documents the percent of students who have been targets of educator sexual misconduct by role of educator. Teachers are reported most often, followed by coaches. Gallagher (2000) reported that teachers accounted for 90 percent of the school institutional sexual abuse cases in his analysis. Teachers whose job description includes time with individual students, such as music teachers or coaches, are more likely to sexually abuse than other teachers. Jennings and Tharp found that 25 percent of the educators in Texas who were disciplined for sexual infractions involving students between 1995 and 2003 were coaches or music teachers. Willmsen and O’Hagan found Washington state teachers who coach were “three times more likely to be investigated by the state for sexual misconduct than non- coaching teachers.” The AAUW data do not identify the abuser by job position in a way that can be connected to type of misconduct.

Job Title	Percent
Teacher	18
Coach	15
Substitute Teachers	13
Bus Driver	12
Teacher's Aide	11
Other School Employee	10
Security Guard	10
Principal	6
Counselor	5
Total	100

4.2 Sex of offenders

Sex of offenders is documented in three types of studies: analysis of newspaper reports or state education disciplinary records; surveys or interviews of adults; and surveys of students.

Three studies examined public records. Jennings and Tharp (2003) searched educator sexual misconduct discipline proceedings of 606 teachers in Texas; 12.7 percent were females and 87.3 percent males. The Hendrie (1998) analysis of 244 cases in newspapers in a six month period reports a higher proportion of female offenders than the later Jennings and Tharp analysis; 20 percent were female offenders vs. 80 percent who were males. Gallagher (2000) reports 96 percent male and 4 percent female offenders.

Freel (2003) and Shakeshaft and Cohan (1994) surveyed and interviewed adults in schools. In telephone interviews of 225 superintendents, Shakeshaft and Cohan documented that 4 percent of the educators investigated for educator sexual misconduct were females and 96 percent males. Freel surveyed 183 child care workers in West Yorkshire, England, and found that 15 percent of men and 4 percent of women expressed sexual interest in children. When asked if they “would have sex with a child if it was certain no one would find out and there would be no punishment” (p. 489), 4 percent of men and 2 percent of women indicated they would have sex with a child.

In studies that ask students about offenders, sex differences are less than in adult reports. The 2000 AAUW data indicate that 57.2 percent of all students report a male offender and 42.4 percent a female offender with the Cameron et al. study reporting nearly identical proportions as the 2000 AAUW data (57 percent male offenders vs. 43 percent female offenders).

	AAUW and Shakeshaft secondary analysis	Cameron et al.	Corbett et al.	Gallagher	Hendrie	Jennings and Tharp	Shakeshaft and Cohan
Percent Males	57.2	57	85	96	80	87.3	96
Percent Females	42.8	43	15	4	20	12.7	4

Except for the Gallagher and Shakeshaft and Cohan studies, the reports of educator sexual misconduct by sex of offender are in contrast to the research on child sexual abuse in general. Researchers who study child sexual abuse report a “monopoly” by male abusers (Freel, 2003). Finkelhor (1986), in a review reports, 90 to 98 percent of females and 18 to 86 percent of males are sexually abused by a male. Analysts speculate that female abusers might be underreported if the target is male, because males have been socialized to believe they should be flattered or appreciative of sexual interest from a female. On the other hand, it is hypothesized that males might also underreport sexual abuse by another male, because of the social stigma of same-sex sex. The issue of male underreporting has more relevance to the number of males that are sexually abused than to the sex of the abuser.”

The paragraph above is so important! Males are being socialized to believe they should be flattered by sexual interest from a female who is also an abuser. Can you imagine a young girl being abused by a male teacher and witnessing women high-fiving the abused girl? Horrible! It would never happen.

“6.0 PATTERNS OF EDUCATOR SEXUAL MISCONDUCT WITH STUDENTS

6.1 Context

Sexual abuse of students occurs within the context of schools, where students are taught to trust teachers. Schools are also a place where teachers are more often believed than are students and in which there is a power and status differential that privileges teachers and other educators (Shakeshaft and Cohen, 1994). While we know very little about the contexts in which students are sexually abused by adults in schools, newspaper data and interview studies suggest that—like sexual predators anywhere—sexual abusers in schools use various strategies to trap students.

They lie to them, isolate them, make them feel complicit, and manipulate them into sexual contact. Often teachers target vulnerable or marginal students who are grateful for the attention. And, students that adults regard as marginal are also unlikely to be accepted as credible complainants against a celebrated teacher (Shakeshaft and Cohan, 1994).

In elementary schools, the abuser is often one of the people that students most like and that parents most trust. The abusers of children younger than seventh grade have different patterns than those who abuse older children (Shakeshaft, 2003). The educators who target elementary school children are often professionally accomplished and even celebrated. Particularly compared to their non-abusing counterparts, they hold a disproportionate number of awards.”

Remember this! I think most parents have no idea this is often the case.

“It is common to find that educators who have been sexually abusing children are also the same educators who display on their walls a community “Excellence in Teaching” award or a “Teacher of the Year” certificate. This popularity confounds district officials and community members and prompts them to ignore allegations on the belief that “outstanding teachers” cannot be abusers (Shakeshaft and Cohan, 1994).

Many educators who abuse work at being recognized as good professionals in order to be able to sexually abuse children. For them, being a good educator is the path to children, especially those who abuse elementary and younger middle school students (Shakeshaft and Cohan, 1994).

At the late middle and high school level, educator abusers may or may not be outstanding practitioners. At this level, the initial acts are somewhat less premeditated and planned and more often opportunistic, a result of bad judgment or a misplaced sense of privilege (Shakeshaft and Cohan, 1994).

6.2 Selection

Whether premeditated or opportunistic, selection is influenced by the compliance of the student and the likelihood of secrecy. Because most educator abusers seek to conceal their sexual contact with students, offenders often target students that they can control. In some cases, control is characterized by force. However, most abuse occurs within the much subtler framework of grooming and enticement. While almost all children respond to positive attention from an educator, students who are estranged from their parents, who are unsure of themselves, who are engaged in risky behavior or whose parents are engaged in such behavior are often targeted, not only because they might be responsive but also because they are more likely to maintain silence (Robins, 2000; Shakeshaft and Cohan, 1994).

Robins (2000) describes the process of grooming, where an abuser selects a student, gives the student attention and rewards, provides the student with support and understanding, all the while slowly increasing the amount of touch or other sexual behavior. The purpose of grooming is to test the child's ability to maintain secrecy, to desensitize the child through progressive sexual behaviors, to provide the child with experiences that are valuable and that the child won't want to lose, to learn information that will discredit the child, and to gain approval from parents (Robins, 2000). Grooming allows the abuser to test the student's silence at each step. It also serves to implicate the student, resulting in children believing that they are responsible for their own abuse because, "I never said stop."

Grooming often takes place in the context of providing a child with extras like additional help learning a musical instrument, advisement on a science project, or opportunities for camping and outdoor activity. These opportunities not only create a special relationship with students, they are also ones for which parents are usually appreciative.

Although not every instance of educator sexual misconduct includes a grooming phase, because grooming precedes sexual engagement, grooming has the added benefit to the abuser of being a way in which to test a child's compliance. Any complaint can be discredited because it does not yet constitute identifiable sexual misconduct. Robins and others believe that grooming patterns must be better understood if educator sexual misconduct is to be prevented or detected."

Wicked and calculating! We must protect our children from people like this. Teach your children what testing compliance might look like in this context. Students are taught to be obedient in school and this is taken advantage of by abusers. Beware of educators who seem to have a "special" relationship with your child. The idea that we need to be on guard against teachers getting too close to our children is sad. A good teacher needs to know their students. Teaching our children at home and in supervised settings avoids this problem entirely.

6.3 Maintaining secrecy and silence

Some of the children who are sexually abused by educators do not characterize what is happening as abuse. That is not to say they don't identify what is happening as shameful, unwanted, wrong, or frightening. In many cases, they are told that what is happening is

love. Many abusers of children at all ages couch what they are doing to the children as love, both romantic and parental.

Offenders work hard to keep children from telling. Almost always they persuade students to keep silent either by intimidation and threats (if you tell, I'll fail you), by exploiting the power structure (if you tell, no one will believe you), or by manipulating the child's affections (if you tell, I'll get in trouble; if you tell, I won't be able to be your friend anymore).

Thus, childish or adolescent naiveté is taken advantage of to keep children silent. Because many children who are targeted have previously been abused by others, the legacy of abuse increases the likelihood of silence. Fear of discovery and punishment or shame for doing something forbidden also keep children from speaking. Boys abused by men often don't tell because of homophobia.

Because children often get something positive in the transaction—attention, gifts, physical pleasure, and feelings of belonging or attractiveness—they can be made to feel responsible. Offenders use this to their advantage.

Finally, abuse is allowed to continue because even when children report abuse, they are not believed. Because of the power differential, the reputation difference between the educator and the child, or the mindset that children are untruthful, many reports by children are ignored or given minimal attention.”

Can you imagine an abused child reporting real abuse and being told they're making it up?

“6.4 Geography of abuse

An analysis of documentation from legal proceedings and from interviews with school officials and student targets indicates that sexual misconduct by educators occurs in the school, in classrooms (empty or not), in hallways, in offices, on buses, in cars, in the educator's home, and in outdoor secluded areas. Sometimes the abuse happens right in front of other students. Within the documents found in case law, there are instances where a teacher has taken a student into a storage room attached to the classroom and had sexual intercourse while the rest of the class does seat work (Shakeshaft and Cohan, 1994; Shakeshaft, 2003).

Often teachers touch students during movies. In one class, boys reported that the teacher would call them up to his desk at the front of the room and, one at a time, while discussing homework, would fondle each boy's penis. Every child in the room knew what was happening and students talked about it among themselves. The teacher repeated this behavior for 15 years before one student finally reported to an official who would act upon the information that everyone knew (Shakeshaft and Cohan, 1994).

7.0 ALLEGATIONS AND RESPONSE

7.1 Allegations

According to Shoop (2004), notice of educator sexual misconduct comes to the attention of school officials in five ways: formal complaints, informal complaints, observed abuse, observed suspicious behaviors, or rumors and/or anonymous reports. Formal and informal complaints are most likely to originate from targets or parents of targets, although parents of a target's friend sometime report the abuse. Seldom is the abuse reported by a teacher, even if the child has told the teacher.

Several studies estimate that only about 6 percent of all children report sexual abuse by an adult to someone who can do something about it. The other 94 percent do not tell anyone or talk only to a friend. (And they swear their friend to secrecy) (Finkelhor, Hotaling and Kerti Yllo, 1988; National Resource Center on Child Sexual Abuse, 1994). However, a reanalysis of the AAUW data set found that 71.2 percent of students who had been targets of peer and/or educator sexual misconduct told someone, with 56.6 percent telling more than one person. Most students told a friend (69.7 percent), followed by someone else (44.9 percent), then a parent (31.8 percent), a teacher (14.6 percent), or another school employee (14.1 percent).⁷

Note 7: However, although these are reports by students who have reported educator sexual misconduct, nearly 75 percent have also been sexually harassed by a student. These findings should be used with caution because of the inability to disaggregate these data. The question about reporting the misconduct and harassment focuses on all types of abuse and cannot be disaggregated by whether the report was about educator sexual misconduct or peer harassment.”

It's important to remember that nearly 75% of the victims of sexual misconduct by an educator have also been abused by a student. How many of those student-on-student abuse stories make the news?

“When asked if they would complain to a school employee if sexually harassed by a teacher or other school employee, 71 percent responded affirmatively. However, among the students who were harassed by a school employee, only 11.6 percent actually told a teacher while 10.6 percent reported to another employee. While some of the “other employees” might qualify as a school official who has the authority to stop the abuse, most aren't, therefore limiting the number of incidents in which the school district can be held financially liable to fewer than 10 percent.

As discussed in greater detail below, the Supreme Court's Title IX rulings limited liability for monetary damages for educator sexual misconduct to those instances in which, among other things, a school district official with authority at a minimum to institute corrective measures had actual knowledge of the misconduct. While formal reports might not be made in school, informal information is passed on through rumor, innuendo, and jokes. Often it is a friend of the target or a parent of a friend who brings the issue to school authorities.

When students do report, they almost always report incidents of contact sexual abuse—touching, kissing, hugging, or forced intercourse. Verbal and visual abuse are rarely reported to school officials⁸. Of the cases that come to a superintendent's attention, nearly 90 percent are contact sexual misconduct (Shakeshaft and Cohan, 1994). When alleged misconduct is reported, the majority of complaints are ignored or disbelieved (Shakeshaft and Cohan, 1994). Other students note this lack of response and conclude that teachers (or coaches or administrators) cannot be stopped (Shakeshaft, 2003). If the school will not act, what can a mere student do?

Few students, families, or school districts report incidents to the police or other law enforcement agencies. When criminal justice officials are alerted, it is almost always because parents have made the contact. Thus, most cases are not entered into criminal justice information systems (Shakeshaft and Cohan, 1994). As one consequence, abusers are subject only to informal personnel actions within the relative privacy of school employee records (Shakeshaft and Cohan, 1994).”

This inside reporting system needs to be escalated outside of the system and dealt with. A note in a teacher's record does nothing to save future victims.

“7.2 Response to allegations

Robins (2000) found that the most common reason that students don't report educator sexual misconduct is fear that they won't be believed. Research indicates that students have good reasons to suspect they won't be believed. Robins documents the case of a teacher, Kenneth DeLuca, who was convicted of sexually abusing 13 students between the ages of 10 and 18 over a period of 21 years. Nearly all of the students reported this abuse at the time. However, school officials did not take these accusations seriously.

Overwhelmingly, the girls experienced a disastrous response when they told about DeLuca's behavior. Many were disbelieved, some were told to leave schools, parents were allegedly threatened with lawsuits (129-130). While sexual misconduct is most often thought of as physical, verbal sexual abuse such as harassing or sexually explicit language and visual sexual abuse such as pornography or sexual gestures are more common in the school setting, but rarely reported (Shakeshaft, 2003).

7.3 Investigative practices

Only one study (Shakeshaft and Cohan, 1994) has examined school district response to allegations. This study is limited but documents that investigative skills of school administrators are poor. In many cases, no formal investigation was conducted. If a police investigation did occur, districts often failed to do their own reporting in terms of violations of district policy or Title IX requirements.

7.4 False accusations

The possibility of a false accusation is included in this section because there is widespread belief that false accusations are common. Because this is the prevailing mental model, students are often not believed. Currently, there is no mechanism for determining how many false accusations occur. Because many of the accusations involve behavior that might not be easily prosecuted under criminal statutes, for instance verbal and visual abuse or physical abuse that is not penetration, there is confusion about what constitutes abuse.

While this issue will be explored in more detail in a subsequent section, the distinction between a criminal offense that can be proven beyond a reasonable doubt and an incident of sexual misconduct is sometimes blurred, leaving the impression that if there is not a prosecution (or a criminal charge), the accusation must have been false.”

This is so important! ANY sexual misconduct should be a crime. Even if your child is targeted there may not be anything done about it.

“There are no systematic studies of false accusations of educators, but studies of child sexual abuse in general indicate that false allegations are not common. In a 1991 review of false or mistaken accusations of sexual abuse, Yates concludes that the majority of false accusations occur in custody cases and that in other circumstances, the incidence of false accusations appears rare. In the Shakeshaft and Cohan (1995) study of 225 allegations of educator sexual misconduct, there was not one in which the actions reported weren't proved to have happened. Although the accuracy of student reports of educator behavior was unanimous, the meaning of the behavior differed between student and educator. In a handful of cases, the student's characterization of the act as sexual

misconduct was labeled by the educator and administrative officials as touching with no sexual intent.

However, both Robin (1992) and Yates (1991) have pointed out that false accusations can cause serious emotional stress to the person falsely accused. Olson and Lawler (2003) have compiled cases in which educators have been falsely accused of maltreatment of students, including accusations of sexual abuse. Their accounts describe the harm that false accusations coupled with inadequate investigations can yield.

9.0 EFFECTS OF EDUCATOR SEXUAL MISCONDUCT

9.1 Effects on targeted students: Academic, emotional and developmental.

Reanalysis of the AAUW data indicates that targets of educator sexual misconduct report that they suffer emotional, educational, and developmental or health effects. At least a third of students report behaviors that would negatively affect academic achievement:

- Avoid the teacher or other educator (43 percent).
- Do not want to go to school (36 percent).
- Do not talk much in class (34 percent).
- Have trouble paying attention (31 percent).
- Stayed home from school or cut a class (29 percent).
- Found it hard to study (29 percent).

About a quarter of students who were targets of educator sexual misconduct report academic or discipline repercussions that they attribute to the incident.

- Thought about changing schools (19 percent).
- Changed schools (6 percent).
- Received a lower grade on a test or assignment (25 percent).
- Received a lower grade in a class (25 percent).
- Got into trouble with school authorities (25 percent).
- Felt less likely to get a good grade (23 percent).

Health effects such as sleep disorder and appetite loss were reported by 28 percent of students. A substantial number of students report negative feelings of self-worth because of the abuse.

- Felt embarrassed (51 percent).
- Felt self conscious (39 percent).
- Less sure of self or less confident (37 percent).
- Felt afraid or scared (36 percent).
- Felt confused about identity (29 percent).
- Doubted whether could ever have a happy romantic relationship (29 percent).

For most children, being the victim of sexual misconduct does damage that lasts well into adulthood, and for most it is never fully repaired (Kendell-Tackett, 1993). Child sexual abuse targets lose trust in adults and authority figures, suffer physical ailments and lowered immune systems, and do less well in school (Finkelhor & Brown, 1985). They often drop out of or avoid school. Sexually abused children are more likely than children who are not sexually abused to be substance users as adults and to have difficulty forming intimate relationships (Finkelhor, 2001). David Finkelhor (2001), the premier researcher of child sexual abuse, notes that the same sense of betrayal and shame that attaches to incest is found in sexual abuse by teachers where the pseudo parental relationship that the teacher plays has been sexualized.”

The argument that the vast majority of teachers are professional and schools are safe doesn't matter to the child that is the target of educator sexual abuse. Statistics don't guarantee individual child safety. I believe the data shows public school roulette to be a high-risk low reward endeavor. Sexual abuse is not the only kind of educator abuse we have to worry about. Every child in the school is a potential abuser. How would you as a parent even know if your child's teacher was just moved from another school because that teacher abused another student if issues of abuse are handled outside of criminal prosecution?

Besides, overcrowding in schools might make it impossible to move your child to another class even if you knew about the teacher's history. The lifelong damage that occurs after children are abused is not something we should risk. We should be doing everything we can to minimize risk. This should be obvious but if parents don't know the risk is there then they can't act. If you've read this journal you have the information to act so please act.

“9.2 Effects on Other Students

In addition to costs to the targeted child, there are costs to society when educator sexual misconduct is not adequately addressed by school officials. For instance, a report on sexual abuse in the New York City schools indicates that more than \$18.7 million was paid between 1996 and 2001 to students who were sexually abused by educators, and 110 cases were still active. Fees for attorneys and investigators are in addition to the settlement amounts (Campanile and Montero, 2001). A 2004 report (Campanile, Jan. 20, 2004, <http://www.nypost.com/news/retionalnews/16207.htm> broken link as of 2022) lists more than 600 legal claims and lawsuits filed against New York City public schools in the three years since 2001 at a cost of hundreds of millions of dollars if the claims prevail. If educator sexual misconduct had been prevented, the effort and resources necessary to respond to the claims might have been put to better use.

Where educator sexual misconduct is not adequately addressed, the negative effects spread to other staff and students. Studies of sexual harassment in the workplace indicate that the climate and culture changes when sexualization and abuse are not prevented (Shakeshaft, 1992). There are no studies that examine the effects on school climate and the others who exist within that climate. Thus, the additional harm to other students as well as the cost of litigation is an area about which little is known and which would benefit from examination.”

Victims deserve payment for damages but those in the system who allow this to continue are a scourge and a drain on the system. How many millions of dollars are spent due to district hiring and allowing abusive educators? Since the system doesn't seem to be able to eliminate the abuse I don't think we should support the system. We shouldn't place our trust in a system that by its very nature promotes abuse. Imagine if citizens could sue for emotional damage and academic failure. The system would be bankrupt.

“10 CONSEQUENCES OF ALLEGATIONS OF EDUCATOR SEXUAL MISCONDUCT

The studies which include documentation of the consequences of educator sexual misconduct primarily focus on what happens after allegations are made. Most document the ways in which schools and districts fail to remove abusers from the classroom.

10.1 Consequences for abusers

In an early study of 225 cases of educator sexual abuse in New York, all of the accused had admitted to sexual abuse of a student but none of the abusers was reported to authorities and only 1 percent lost their license to teach (Shakeshaft and Cohan, 1994). All of the accused had admitted to physical sexual abuse of a student but only 35 percent

received a negative consequence for their actions: 15 percent were terminated or, if not tenured, they were not rehired; and 20 percent received a formal reprimand or suspension. Another 25 percent received no consequence or were reprimanded informally and off-the-record. Nearly 39 percent chose to leave the district, most with positive recommendations or even retirement packages intact.

Of those who left, superintendents reported that 16 percent were teaching in other schools and that they had no idea what the other 84 percent were doing. A recent report on sexual abuse in New York City indicates that 60 percent of employees who were accused of sexual abuse were transferred to desk jobs at offices inside schools and 40 percent of these teachers were repeat offenders (Campanile and Montero, 2001). In many instances, agreements are made to avoid legal battles with the alleged abuser (Shakeshaft and Cohan, 1994).”

Why are districts offering these parachutes to abusers? What role does the teacher’s union play in this ugly situation (see my story about New York rubber rooms)? An off-the-record reprimand means nothing. Once guilty these teachers should at the very least be blacklisted rather than being able to move schools and put other children at risk. Districts that make deals are breaching parental trust. Please stop supporting the public school leviathan.

“Several investigative reports have publicized individual cases and the response by districts to allegations of educator sexual misconduct. For instance, O’Hagen and Willmsen report that of 159 Washington state coaches “who were reprimanded, warned, or let go in the past decade because of sexual misconduct . . . at least 98 of them continued coaching or teaching afterward.” (Dec. 15, 2003) Many school districts make confidential agreements with abusers, trading a positive recommendation for a resignation. O’Hagan (2004) details two examples of coaches in Washington that illustrate this practice.

In 1995, a Sharples Alternative School student accused tutor Sione Hefa of going to her home at 3 a.m. and forcing her to have sex with him. “At one point, he held her neck with his arm so she couldn’t get up,” according to investigative notes. “She kept telling him she did not want to have sex with him.” When the district investigated, Hefa refused to answer questions, citing his Fifth Amendment rights. His Seattle Education Association representative denied the accusations.

The district’s human-resources director later told Hefa in a letter: “The District investigation revealed that you went to the home of one of your female students at 3:00 a.m. on Sunday, January 22, 1995, you were let inside, and that you forced her to have sex with you.”

Records indicate the district suspected that Hefa may have victimized other girls. After negotiations, the district allowed Hefa to resign, promising in writing not to tell future employers about the allegations.

In another example, O’Hagen (2004) reports that a Seattle educator, Luke Markishtum, had two decades of complaints of sex with students and providing alcohol and marijuana to students prior to his arrest for smuggling six tons of marijuana into the state. The district paid Markishtum the remainder of his salary that year, agreed to keep the record secret, and gave him an additional \$69,000.

There is little data on sentencing within states or across states. An analysis of state of Nevada sentences in educator sexual abuse cases between 1994 and 2003 illustrates the lack of uniformity of response and consequences. In several instances, teachers were allowed to resign from their positions after being found guilty of sexually abusing a student and received no criminal penalty. One abuser received life in prison with the possibility of parole within five years, while an offender in a similar case was given up to 5 years probation. We know little about the legal consequences for abusers.

10.2 Consequences for targets.

The school or district rarely prescribes a therapeutic and healing intervention for targets of educator sexual misconduct or for others in the school. I have found no descriptions of policies and procedures that debrief other students or their parents. Neither have I been able to locate any suggestions for types of support a targeted student should receive from the school. Most school officials report that if action is taken against the abuser, they have done all that is necessary (Shakeshaft and Cohan, 1993).

Limited data from interviews, newspaper reports, and court documents indicate that there is often a negative public response to the student who is seeking protection from educator sexual misconduct. Student targets report that other teachers single them out for threats. Additionally, it is not uncommon for educators and the public to come to the assistance of the accused educator (Shakeshaft and Cohan, 1993)."

That last line is particularly painful to read. I added a story in this journal about an Indiana teacher who was punished for manhandling a student. Shockingly many in his local town rallied behind this abuser. The author of the Department of Education funded study includes a lot of data about existing laws regarding sexual abuse as well as many ideas that could help reduce the threat. Please read more in the actual study document linked near the top of this section.

Starting on page 53 the author includes Appendix I which lists hundreds of newspaper, news wire, and broadcast accounts of sexual abuse involving school personnel from the 90' through the early 2000s. Nothing seems to have changed in the recent era. I'm happy to have found this historical snapshot so that we have some idea of what came before. Horrific stories of the sexual abuse of students by educators are still easy to find. I think removing your child from the system is the most reliable fix but perhaps those parents who can't remove their children from the system will have a better idea of how much abuse takes place and who is responsible for the abuse.

Inspector Report Found Hundreds Of Chicago Teachers Allegedly Sexually Groomed, Raped Students – 1/6/2023

<https://dailycaller.com/2023/01/06/chicago-sexually-assaulted-teacher-student-lightfoot/>

<https://archive.ph/p9M7l>



“The Chicago Board of Education’s Office of Inspector General (OIG) annual report found hundreds of Chicago Public School (CPS) teachers were accused of adult-to-student sexual misconduct in the 2021-2022 school year. The OIG’s Sexual Allegations Unit (SAU) opened 447 cases investigating teachers for allegedly grooming, sexually assaulting, or raping CPS students last school year, following the 325 opened in 2021. Of the open cases, the SAU closed 600 over the past 12 months, according to the OIG annual report, reported ChicagoCityWire.

SAU investigated a Chicago high school substitute teacher for grooming several students for sex and engaging in sexual acts with at least one student on school property, the OIG found. The CPS teacher allegedly talked to students about their sex lives in person and through social media, cell phones, and “other common grooming techniques,” according to the OIG. The report stated the teacher gave the “student unnecessary passes to exclude her from class, and encouraging students to confide in him about personal problems.”

SAU claims he made “intimate physical contact with students (including kisses, sexual hugs, and back-rubs), openly solicited sexual acts (such as asking a student to recruit another student for a ‘threesome’).”

A separate SAU investigation into a former JROTC (Junior Reserve Officer Training Corps) staff member found he allegedly had sex with a 16-year-old female high school student. SAU found that for 12 months, he threatened to kill the student and her family if she reported the sexual abuse. SAU reported that the JROTC staff member and the student exchanged hundreds of text messages that “were overtly sexual, including ‘I’m ready to f* right now ... I’m not gonna be gentle either.’”**

I’m including this story about Chicago Public Schools to show a snapshot of a school system outside of Utah. The OIG report shows the diversity of sexual abuse and harassment that occurs all over the country. If one simply watches their newsfeed for stories of educator-on-student abuse one would not have a clear picture of the extent of inappropriate situations involving children at school. The report dedicates dozens of pages documenting specific incidents in Chicago schools. This report backs up the 2004 Department of Education report I included above this story. The issue of educator-to-student abuse and harassment is still such an issue that the Chicago Office of Inspector General (OIG) dedicated millions of budget dollars to its Sexual Allegations Unit (SAU) to investigate claims of abuse.

Fiscal Year 2022 Annual Report Chicago Board of Education Office of Inspector General – 1/1/2023

https://cpsoig.org/uploads/3/5/5/6/35562484/cps_oig_fy_2022_annual_report.pdf

https://web.archive.org/web/20230106014302/https://cpsoig.org/uploads/3/5/5/6/35562484/cps_oig_fy_2022_annual_report.pdf



“To the President and Members of the Chicago Board of Education, the Mayor of the City of Chicago, the Illinois General Assembly, Chicago Public Schools administration and employees, CPS families and residents of the City of Chicago, Pursuant to the Illinois School Code, 105 ILCS 5/34-13.1(e), the enclosed Annual Report of the Office of Inspector General for the Chicago Board of Education includes a summary of investigations and other matters reported to the Board of Education by the Office of Inspector General in Fiscal Year 2022, the period between July 1, 2021, and June 30, 2022. I’m very proud of the impactful investigations, reviews and operational improvements that the CPS OIG performed and achieved in Fiscal Year 2022. Of particular note:

- In its fourth year of operations, the OIG’s Sexual Allegations Unit has taken remarkable strides in the manner that it manages the large volume of complaints of adult-to-student sexual misconduct reported each school year. For Fiscal Year 2022, the SAU closed 300 more cases than the unit did in 2021, thanks in large measure to new procedures in the intake and assessment of complaints that were enacted late last year, the Board’s**

investment of resources in the unit and the collaboration with partner CPS departments, notably the Office of Student Protections. The result was that, in 2022, the SAU made more determinative assessments about complaints more promptly than in any period in its four-year history;”

“A: MISSION AND BUDGET

The mission of the Office of Inspector General is to ensure integrity in the operations of Chicago Public Schools by conducting meaningful, accurate and thorough investigations into allegations of waste, fraud, financial mismanagement and employee misconduct. The OIG also reviews CPS systems, practices and procedures to determine their effectiveness in preventing waste, fraud and financial mismanagement. In Fiscal Year 2022, the OIG’s budget was \$6.54 million.”

“C. COMPLAINTS RECEIVED IN FY 2022 In Fiscal Year 2022, the OIG received 1,825 complaints alleging misconduct, waste, fraud and financial mismanagement at Chicago Public Schools, including allegations of adult-on-student misconduct and other misconduct by CPS employees and vendors. Of the 1,825 total complaints received, the OIG opened investigations into a total of 725 cases (39.7%). Several factors restrict the number of cases the OIG can open and investigate, including a continuing focus on significant and often complex issues and time consumed by post-investigation activities (e.g., preparation and testimony for hearings, trials and labor arbitrations).”

It is significant that the OIG only opened investigations on 39.7% of complaints. This means they cannot even have a true idea of the real abuse and harassment taking place in Chicago schools. The headline of 470 sexual allegations seems bad until you find out they haven’t investigated the majority of complaints. The actual number is likely far more than 470. Does your district even have a Sexual Allegations Unit? Utah Schools spend billions every year and still ask for classroom donations to get by. They won’t be funding an SAU any time soon. The idea of funding an SAU would require Utah school districts to admit the existence of a problem.

“As previously reported by this office, the inability to investigate more complaints creates a substantial risk that instances of fraud and employee misconduct go undetected. The OIG received 252 anonymous complaints, 13.8 percent of the total complaints received during the reporting year. Although the OIG responds to anonymous complaints, it is far more challenging to begin an investigation without the ability to speak with the complainant. The table below reflects the types of complaints received by the OIG in Fiscal Year 2022”

Type of Complaint Received FY 2022

Sexual Allegations (Total) ¹	470	25.75%
Touching: Less than Sexual Abuse	81	4.44%
Grooming	35	1.92%
Sexual Abuse	33	1.81%
Sexual Act	26	1.42%
Sexual Comments – in Person	25	1.37%
Sexual Electronic Communication	14	0.77%

Outcry About Past Conduct	8	0.44%
Student-on-Staff Inappropriate Conduct	4	0.22%
Failure to Report	1	0.05%
Concerning: Other	243	13.32%
Conduct Unbecoming	139	7.62%
Residency	131	7.18%
Mismanagement	69	3.78%
Ethics	57	3.12%
Tuition Fraud	53	2.90%
Discourteous Treatment	42	2.30%
School Safety/Security	39	2.14%
Corporal Punishment	35	1.92%
Violation of Board Policy	32	1.75%
Bullying/Inadequate Response to Bullying	30	1.64%
Discrimination	30	1.64%

These complaints were handled by the OIG’s Sexual Allegations Unit and do not include matters that were referred to other investigative bodies at intake, such as student-on-student sexual misconduct complaints that were referred to CPS’s Office of Student Protections.

The note above is frustrating. Educators who abuse students are bad because they should be trustworthy and work to protect students. If your child is abused by another student that’s still not ok. A report like this should help parents decide what level of risk exists at school. I guarantee CPS has data on this, so why not include it as a reference in the OIG report? Between abuse by educators and abuse by students your child may be exposed to significant risk.

“CPS spokeswoman Mary Fergus responded to Fletcher’s report.

As a District, we take seriously our responsibility to serve our families with integrity and to address individuals who breach CPS policies and the public’s trust — and hold them accountable,” Fergus wrote in an email. “CPS will continue to ensure our District policies and procedures support the highest ethical standards to ensure our valued team members act in the best interest of our students.”

Of course, we see the obligatory cover-your-ass statement by the administration. The takeaway is that their policies don’t stop educators and staff from abusing and harassing students. Their policies may eventually catch a criminal but the goal should be to stop the abuse. And what does it mean to “address individuals”? Mary phrases the statement as if continuing to ensure

district policies support the highest ethical standards equates to team members acting in accordance with those ethical standards. It does not.

“HARNESSING THE SAU’S DATA AND INFORMATION TO HELP PREVENT FUTURE MISCONDUCT

Through its position as the centralized investigative body for potential adult-on-student sexual misconduct within the District, the SAU has amassed a growing body of data and other information that it has used to help the District prevent sexual misconduct. For example, in April 2019, the SAU notified the Board of Education that charter networks were likely under-reporting sexual misconduct allegations to the SAU. The District took action through training and other measures, and this disparity is not a current concern.”

Over the last decade, Chicago has championed the charter school model. They have been shutting down public schools and opening charters on a mass scale. They even have Disney-themed charters. The charter model is no guarantee of safety. Why would charter schools under-report sexual misconduct? Imagine entering a lottery to get your child into a charter that under-reports sexual misconduct... If sexual misconduct is seen as a “training issue” then that person doesn’t belong in a school.

“Similarly, the SAU publicly reported that security guards were over-represented in its investigations in 2019, with the SAU investigating almost 4% of guards in the District at that time. The District responded with targeted training and changes to the hiring process, and by January 2020 the incident rate for security guards had dropped considerably. Moreover, for the last year, the SAU and OSP have been meeting regularly to discuss potential systemic concerns based on the SAU’s objective and subjective observations - such as an increase in complaints with a specific job category or concerns about mismanagement within a specific school - and ways to address those concerns. Beyond relying on data, the SAU has also identified patterns based on observations from across its investigations. For example, the SAU noticed that several individuals being investigated had lengthy criminal records that made them ineligible to work within schools, and others had been designated as “Do Not Hire” by the District. The SAU’s research revealed that certain charter networks were using vendors whose employees had not been properly vetted in accordance with the background check agreements between the charter networks and the District. The OIG alerted CPS leadership, citing specific examples from SAU investigations, so this issue could be addressed expeditiously.”

We are often given the assurance that all school employees get background checks. Here is one case where background checks were not done in all cases and it shows that the OIG only found that some individuals had extensive criminal records that should disqualify them from working around children. In some cases, these individuals were known to CPS and already given the designation “Do Not Hire”. Why should parents trust a system that allows this? But Mary Fergus of CPS just said “CPS will continue to ensure our District policies and procedures support the highest ethical standards to ensure our valued team members act in the best interest of our students”. Were these unsafe individuals acting in the best interest of students? You can’t continue something that isn’t yet underway.

“SAU’S IMPORTANT ROLE WHEN CRIMINAL CONDUCT DOES NOT RESULT IN CRIMINAL CHARGES

Several CPS-affiliated adults have been criminally charged and ultimately convicted for sexual misconduct directed at CPS students and other minors. The SAU also investigates these allegations, and issues its own reports summarizing its findings. Beyond those cases, the SAU has investigated many other allegations that do not lead to an arrest (or conviction) despite the criminal nature of the conduct.”

Read on to find out how criminal actions by educators may not result in criminal punishment and in some cases no real punishment at all. In this report, you’ll see something called a “second chance agreement” which allows teachers to keep their jobs even when they committed serious crimes. See Investigation of Systemic Sexual Misconduct at Military Academy (21-00003) below. Teachers who hurt or harass students should face consequences every single time. At least the OIG is trying to do something with the huge problem of teacher-to-student sexual misconduct in their city schools.

“In these cases, the SAU’s investigation may be the only avenue through which the offender may face any consequences for their conduct. The SAU works under a preponderance of the evidence standard and uses its administrative and statutory authority to pursue information and evidence of CPS policy violations. As a result, the SAU often continues its investigation after law enforcement, working under a higher burden of proof, has suspended or closed its investigation. In at least one instance noted below, the SAU uncovered evidence of sexual abuse that prompted law enforcement to reopen its investigation, leading to charges and a conviction. Beyond the higher burden of proof in the criminal justice system, there are several reasons why conduct the SAU determines to be a criminal violation does not result in criminal charges.

For example:

Victim Denies Abuse: Case 19-00526 (discussed in more detail in the OIG’s Fiscal Year 2020 Annual Report): The OIG found that a Special Education Teacher groomed an eighth-grade student and ultimately had sexual intercourse with the student. The CPD and DCFS investigations were suspended in part because the student initially denied having any inappropriate contact with the teacher. The SAU continued investigating and uncovered 12,000 calls and texts between the teacher and student over a period of seven months. When asked about the communications, the student disclosed to the OIG that they had sexual intercourse with the teacher at her apartment on two occasions. The OIG notified CPD about the disclosure, and the teacher was charged and ultimately pled guilty to one count of criminal sexual abuse.

Note: The SAU understands the complexity of the criminal justice system and the myriad reasons why sexual abuse or assault allegations may not be pursued. It also recognizes that there are countless reasons why students and/or their guardians may not participate in or cooperate with a police investigation or criminal prosecution. The OIG takes no position on these matters, but is instead highlighting the SAU’s role when potential criminal conduct does not result in charges.

Delayed Outcry: Case 19-00655 (discussed in more detail in Section 4.C. below): The OIG’s investigation determined that a current CPS elementary school teacher inappropriately and sexually touched a CPS student between 1996 and 1999 when the student was approximately 11 to 14 years old. The former student alleged that the teacher repeatedly sexually abused him, but did not report these allegations at the time of the abuse. CPD did not open an investigation because the victim was over 18 years old at the time of his outcry; it is unknown whether the victim has filed their own police report.

Conduct Determined to be Non-Criminal: Case 20-01013 (discussed in more detail in Section 4.C. below): The OIG found that a high school teacher engaged in a systemic pattern of grooming behaviors with five female students from 2014 through 2020. The teacher pressured the students into sexual acts (including kissing a student in the teacher's classroom), solicited sexual acts from them, and sexually harassed them with overtly sexual comments, frequent telephone calls and social media communications, and inappropriately intimate physical contact. CPD investigated some of the allegations but determined that the student's disclosures did not rise to the level of criminal conduct, and CPD was unable to contact another involved student.

Victim Unavailable or Uncooperative: Case 19-00312 (discussed in more detail in the OIG's Fiscal Year 2021 Annual Report): An OIG investigation established that a high school sign language interpreter had sexual contact with a 17-year-old student. The student and interpreter colluded and falsely denied the allegations to DCFS, CPD, and the OIG. However, the OIG compiled voluminous evidence demonstrating that the two had prohibited sexual interactions while the student was enrolled in CPS. Because the student was underage at the time of the sexual conduct, and the interpreter was in a position of authority, the interpreter's conduct likely constituted criminal sexual assault under Illinois law. However, CPD declined to reopen its investigation based on the additional evidence.

Jury Acquits Under Higher Burden of Proof: Case 20-00335 (discussed in more detail in Section 4.B. below): A jury acquitted a high school teacher on 12 felony counts of Criminal Sexual Assault/Abuse under a beyond a reasonable doubt standard of proof. However, an OIG investigation substantiated findings by a preponderance of the evidence standard that he had groomed a seventeen-year-old female student at the high school, sexually assaulted her twice during the CPS labor strike in the fall of 2019, and sexually assaulted her a third time during the 2019-20 winter break.

These cases illustrate the important role the SAU's investigations can serve when criminal conduct does not lead to criminal charges, especially when the accused staff member is still employed within the District. This is also the case for conduct such as sexual harassment and other noncriminal sexual misconduct that has no place in K-12 schools. A substantiated finding of sexual misconduct following an SAU investigation can carry serious consequences for the staff member, including but not limited to the following:

Termination of their employment and being designated as ineligible for rehire within the District;

Suspension and/or revocation of professional licenses issued by the Illinois State Board of Education and other licensing bodies;¹⁴

Sharing substantiated findings with potential future employers (see 105 ILCS 5/22-94(e) (CPS is required to respond to a request from another school district for information regarding whether an individual had a substantiated sexual misconduct allegation made against them or left CPS after such a sexual misconduct allegation was made)); and reporting additional allegations and evidence to the police and/or DCFS for further evaluation of potential criminal charges.”

At least there is hope that a teacher will be disallowed access to children in schools if the system functions properly which we know through this report that it does not. In the actual report, the OIG lists dozens of pages of recent incidents involving sexual misconduct in schools. I've only listed a couple so that the reader gets a sense of some of the horrific events taking place in schools all over the country. If your district had an SAU perhaps you would be aware of what is going on in your local schools.

“Investigation of Systemic Sexual Misconduct at Military Academy (21-00003)

In April 2019, the OIG received complaints about two staff members alleged to have been engaged in sexual abuse of students at a military academy. However, the investigation quickly expanded, with new complaints coming in from anonymous sources, as well as additional allegations against other staff members that were made during interviews with students, graduates, teachers and other school staff. In the end, the investigation examined allegations related to 29 individuals. The allegations included sexual abuse of students, nonsexual conduct that raised grooming concerns, failure to report potential inappropriate conduct, and other violations of CPS policies and guidelines. The investigation substantiated allegations of violations of other CPS policies against 13 individuals:

- o 4 current and former staff members**
- o The former principal**
- o 4 teachers**
- o 3 military instructors**
- o 1 member of the school’s Board of Governors**

The investigation found that three individuals engaged in sexual misconduct:

- o A teacher engaged in sexual intercourse with an 18-year-old student.**
- o A second teacher engaged in a pattern of conduct with a different student that was sexually motivated with the intent to groom that student for sexual acts. However, the investigation did not determine whether the second staff member ever engaged in sexual acts.**
- o A military instructor made sexually-harassing comments to a twelfth-grade female student over the course of two years, making her uncomfortable. The staff member retaliated against that student when she reported the misconduct.**

Additionally, four individuals were found to have violated the Guidelines Regarding Maintaining Professional Staff/Student Boundaries, five individuals communicated with students in violation of CPS policy, and seven individuals were found to have failed to report, or timely report, potential misconduct pursuant to their obligations under CPS policy. The OIG previously reported publicly on this matter in Significant Activity Reports on November 19, 2021, and December 23, 2021. The following table reflects the OIG’s disciplinary recommendations for the involved staff members, and the disciplinary action that has been taken by the Board.

Subject	Recommended Action	Discipline Imposed
Subject A	The OIG recommended termination of the teacher’s employment and placement of a “Do Not Hire” designation in his personnel file.	After an investigatory conference, based on the Hearing Officer’s determination, the Board gave the teacher a Last Chance Agreement, issued a second warning, and made him complete additional training prior to reinstatement.

Subject B	The OIG recommended termination of the teacher's CPS employment and placement of a Do Not Hire designation in her personnel file. The OIG further recommended that the ISBE be informed of the OIG's findings regarding the teacher.	The Board filed dismissal charges and the teacher resigned. The Board additionally placed a Do Not Hire designation in her personnel file and notified ISBE.
Subject C	The OIG recommended appropriate discipline for the military instructor. The OIG further recommended that the JROTC command be informed of the OIG's findings regarding the instructor.	The military instructor resigned from his employment and the Board added a Do Not Hire designation to his personnel file and notified ISBE.
Subject D	The OIG recommended termination of the military instructor's CPS employment and placement of a Do Not Hire designation in his personnel file. The OIG further recommended that the JROTC command be informed of the OIG's findings regarding the instructor.	The military instructor resigned from his employment and the Board added a Do Not Hire designation to his personnel file.
Subject E	The OIG recommended appropriate discipline for the military instructor. The OIG further recommended that the JROTC command be informed of the OIG's findings regarding the instructor.	The military instructor resigned from his employment and the Board subsequently added a Do Not Hire designation to his personnel file and notified ISBE.
Subject F	The OIG recommended that the principal, whose CPS employment had already been terminated, receive a Do Not Hire designation in her personnel file.	The principal was terminated and a Do Not Hire was placed in her personnel file, consistent with the OIG's recommendation.
Subject G	The OIG recommended that CPS terminate the security officer's employment and place a Do Not Hire designation in his personnel file.	The Board terminated the security officer and placed a Do Not Hire designation in his personnel file.
Subject H	The OIG recommended termination of the security officer's employment and placement of a Do Not Hire designation in her personnel file.	The security officer resigned. The Board placed a Do Not Hire designation in her personnel file and notified ISBE.
Subject I	The OIG recommended appropriate discipline for the teacher.	The teacher resigned and a Do Not Hire designation was added to his personnel file.
Subject J	The OIG recommended that the instructor receive appropriate discipline.	The Board issued a first warning resolution to the instructor.

Subject K	The OIG recommended that the volunteer be permanently blocked from volunteering in CPS schools.	The Board placed the volunteer on an internal Do Not Hire list.
Subject L	The OIG recommended appropriate discipline for the school culture coordinator.	The Board suspended the school culture coordinator for two days without pay.
Subject M	The OIG recommended appropriate discipline for the counselor.	The Board issued the counselor a second warning resolution.

In addition to those disciplinary recommendations, the OIG recommended that OSP play an active role at the school and assist the current administration in correcting the culture at the school surrounding inappropriate interactions with students, reporting obligations under CPS policy, and training related to staff mandatory reporter obligations. The OIG recommended that CPS fully evaluate the training that JROTC staff and military instructors receive and determine whether it is sufficient to properly prepare military staff to comply with CPS policies related to interactions with students.

The OIG further recommended that all military instructors and JROTC staff receive thorough training on the Standards of Conduct for Maintaining Professional Boundaries between Staff and Students, the Staff Acceptable Use policy, and the need to observe strict social and emotional boundaries with students. Finally, the OIG recommended that, in addition to notifying the appropriate principal, when in receipt of an allegation involving CPS military personnel that does not result in the staff member’s removal from school, OSP and/or the Law Department should promptly notify the Executive Director of the Chicago Public Schools JROTC program as well as U.S. Army JROTC chain of command.

Next Case:

Vendor Employee Called a Fourth-Grade Student “Sexy” and Made Other Similar Comments to Her (19-00401)

A vendor employee called a fourth-grade female student “sexy” and made other prohibited comments to her about her physical appearance. If the vendor had been a CPS employee, his comments would have violated CPS’s Comprehensive Non-Discrimination, Sexual Harassment, and Retaliation Policy. The vendor employee was pulled from active duty during the course of the OIG’s investigation. The OIG recommended that CPS debar the employee from working at CPS, either as a direct employee or as a vendor’s employee. The Board subsequently flagged the employee’s file as recommended.

This case illustrates how some of the people who have access to kids aren’t beholden to CPS policies. This puts children in danger. This kind of story wouldn’t likely make the news but it matters. No fourth grader deserves to be subjected to grooming behavior. What if the student didn’t say something? What if she wasn’t believed as mentioned in the 2004 Department of Education funded report above? In the story above we don’t hear a conclusion other than flagging the employee’s file. We know from this report that employees can still be hired even if they are tagged as “Do Not Hire”. Parents need to wake up to the real risk posed by strangers with and without teaching certificates access to children. Some parents will see much of this journal as anecdotal evidence and as a result, will keep their children in school. If you are that parent I hope that this journal gives you a reason to at least conduct your own research on the harm caused by sending your child to public school.

Beltless Bussing

I remember reading a story about a bus driver in Draper who sexually abused a young special needs student a few years ago. He was charged with 23 counts of aggravated sexual abuse of a child.

<https://www.ksl.com/article/30000016/former-canyons-bus-driver-charged-with-23-counts-of-aggravated-abuse>

<https://archive.ph/nlsuS>



In another incident we had a Saratoga Springs bus driver with over 20 years of experience fall down drunk and passed out while helping a special needs child off a bus. When the cops caught up to her she smelled of alcohol and was charged with DUI and fired. There was another incident in our district a while back where a bus driver let an autistic boy sit on the bus for 5 hours after parking it at the district facility. They are supposed to check the bus. The driver and aide missed the boy in the morning and nobody noticed until noon. There are other situations of negligence and misconduct but I don't think it's helpful to write a book about every issue.

The argument for anything bad that happens seems to be we're dealing with human beings and look at the number of times this happens relative to the number of kids transported. We've never passed out drunk or forgotten our kids in the car because we love our kids. It isn't just a job to us. P.S. if seatbelts are a good idea in Mommy or Daddy's car they're a good idea in a school bus. Most school buses still don't have seat belts for some reason.

Don't think buses need seat belts? Watch this:

Trucker sentenced to 20 years after hitting bus - 4/5/2018

<https://www.youtube.com/watch?v=looOHiuc1E0>

Watch these poor children get thrown around the bus upon impact and then tell me how seat belts aren't necessary. The truck driver's wife had removed most of her cloths because it was hot that day and claimed her underwear was ripped off during the impact... Then the trucker blames the company for not maintaining the truck? With insane people on the road like this kids needs seat belts.

Student and teacher killed, dozens injured in New Jersey school bus crash – 5/17/2018

https://www.youtube.com/watch?v=MZ_YOs8mehU



“Calls flooded 911 after a school bus carrying dozens of fifth graders from a New Jersey middle school collided with a dump truck. Investigators say the collision was so violent that the body of the bus was nearly sheared off the undercarriage. Michelle Miller reports.”

The driver made an illegal U-turn which led to this devastating accident. This bus actually had seat belts installed but first responders had to search the woods because multiple students were ejected. Seat belts don't matter when nobody monitors their use. Another district hired a driver who made a very bad decision! We spend so much on education in this country but can't transport students without things like this occurring? Bussing is just another area I refuse to trust the system.

NBC Today Show - Bus Safety Crash Test – 8/22/2019

<https://www.youtube.com/watch?v=CeB-zRcqckc>



“NBC News investigative and consumer correspondent Vicky Nguyen traveled to a commercial crash test facility to see what can happen when an accident occurs in a bus without seat belts, which aren't required under federal law.”

Less than a dozen states have mandated seat belts in school busses. The NTSB recommends all new buses be equipped with 3-point belts. The NHTSA says padded compartmentalized seats are enough. Why would two government agencies disagree? Lobbyists? Watch the video for evidence that the majority of school systems aren't protecting children as they should be.

Boy Terrified After School Bus Driver Left Him at Wrong Stop – 5/17/2022

<https://www.youtube.com/watch?v=OKvv4OmGWuE>



“A lost child was desperate for help. Quincy Walker, 7, was riding home on the school bus like he does every day when he says a substitute driver dropped him off at the wrong location, after his mom says she gave the school district their correct address. He says he told the driver it wasn't his stop, but claims the driver made him get off the school bus anyway. Quincy had no idea how to find his house but the child did recognize the home of his friend Max. So he rang the doorbell.”

The district says the substitute driver no longer works for the district and the address Quincy was dropped off at was the address the school had on file. Someone is lying here and I don't think it's Quincy. Well, I guess there's no problem then. Simply tell the media the district “regrets what happened” and everyone can move on. What would have happened If Max's Mom wasn't there to protect Quincy? Imagine if 7-year-old Quincy would have been targeted by an opportunistic predator. The school is responsible until the child walks in the front door. They can't allow mistakes like this. He was made to get off the bus even though he knew the driver was wrong. Parents are taught to listen to, trust, and obey adults even when they're wrong.

Bus driver fired after dropping young child off at wrong stop – 1/4/2017

<https://www.youtube.com/watch?v=kfbQRv56vts>



“A Forsyth County Schools bus driver has been fired after school officials acknowledged she left a 6-year-old girl at the wrong spot. Fortunately, a Cumming private investigator spotted the scared, confused kindergartener on the side of Canton Highway and safely transported her to the sheriff’s office.”

“She (the PI) said the sheriff’s office located the little girl’s parents through the school district.

“My wife calls me right away and tells me they found Julianna. As a father I assumed the worst,” said Gilberto Pimentel, Julianna Pimentel’s father. Mr. Pimentel said his daughter was supposed to be dropped off from her school Cumming Elementary at her day care on Canton Highway, not the family home.”

“The school district investigated the December 16 incident, firing the bus driver, 48-year-old Shelly McKinley who was filling in for the regular driver. “I feel that it’s a justice. She put my daughter in harm. She’s an adult she knew,” said Gilberto Pimentel. In a prepared statement, a spokesperson for the Forsyth County Schools District wrote:

“This situation is very serious. We are deeply sorry it happened to a student and her family. We are grateful to Mrs. Holmes for securing the student. Forsyth County Schools is committed to ensuring every student is safe.”

The driver was a substitute just like in the previous story. And why do school districts always end their official statements where a child is placed in grave danger by saying how important student safety is? Being “deeply sorry” isn’t enough. Do they teach school PR reps to blow smoke like this? If safety was so important you wouldn’t hire someone who let a 6-year-old girl off the bus next to a busy and remote-looking road? Had the PI not stopped this little girl might have wandered for hours. Didn’t the day care notice she didn’t arrive on time? WHERE THE HELL ARE THE ADULTS?

Are children well served by being bounced around from one unrelated paid adult to another unrelated paid adult all day? Hopefully this girl grows up and decides to do everything possible to avoid ditching her own kids like this. More than likely this little girl will follow her parent's example because a career and earning money are at the center of the public school purpose for most. This is why I write about parents having joint custody with the system. For all intents and purposes, it’s true! This little girl could have been killed if not for the concern of a stranger. The lesson could be let’s get rid of that bad bus driver. The lesson should be don’t trust adults who can’t handle the responsibility. This story is really sad but I’m glad this little girl was kept safe.

Young (9 yr. old) girl left 'half frozen' after school bus skips route – 1/12/2017

<https://www.youtube.com/watch?v=y97Ujr4Sc60>



How cold is it in Winnipeg on a January morning? The answer is -17! The Mother left the girl at the bus stop and went to work. The bus never showed up so the little girl went home but couldn’t get in the house. She was alone for 2.5 hours in the backyard! The school didn’t call the little girl’s Mother for 2.5 hours? The bus driver decided to skip the route due to traffic and said nothing to the school. The district points out that the driver works for a private company. Why does that matter? The school shouldn’t use a private company they can’t rely on. It’s still their fault.

Why is the principal smiling as she explains children being left behind? The Mother (a single Mom) says she isn't changing anything other than teaching her daughter to use the electronic lock on the front door. They just transferred the driver instead of demanding his firing. The school division is reviewing protocols and processes to make sure this doesn't happen again. This weather will kill you! The Mother should arrange for someone to watch her daughter until she gets on the bus. The bus driver, school, and Mother are all responsible here.

The Mom claimed she has no choice... Yes, she does. She could telecommute, get married, or even start her own business. There is more to parenting than just earning money. The Mother can earn all the money in the world but if her daughter died would it be worth it? Who can this girl trust?

Dozens of children abandoned 10 blocks from school – 8/15/2017

https://www.youtube.com/watch?v=dDUzji_is-M



In this situation, the bus driver called 911 saying someone dumped chemicals on her bus so she stopped and evacuated the kids. This is the 2nd time she's claimed chemicals are on the bus. The bus was inspected and they found nothing. The driver is supposed to stay with the kids if an evacuation ever occurs. One of the students is in a wheelchair so she had to push or be pushed the rest of the way to school. Essentially the district hired a crazy woman to drive their bus. How do we trust institutions that put children in danger? 2017 was a bad year for bussing!

Forced to Sit

I don't believe students especially young male students get anywhere near enough physical play time during the day. It has been written by many that physical activity helps academics. Around the country, there is less of an emphasis on physical activity in schools. Many schools around the country are increasing recess time because they understand the benefit while others are cutting back on recess in favor of lessons or test prep even in lower grades. In our home we can give them the room and time to move as children should.

Physical activity is even more important in a world where many kids are addicted to electronics. Classrooms full of children wearing headphones and sitting in front of laptops is the norm in classrooms around the country. Imagine if we could take all the wasted time in public school and eliminate it or significantly reduce it. Then let students use that time to move. Due to the small class size of a typical homeschool, it's possible to significantly reduce wasted time. This means kids get to move more.

Physical inactivity during leisure and school time is associated with the presence of common mental disorders in adolescence – 11/23/2020

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7688259/>

<https://archive.ph/COQXt>



“OBJECTIVE:

To investigate the association of physical inactivity in leisure and school time with common mental disorders during adolescence.

METHODS:

The sample consisted of 73,399 adolescents (12–17 years old), participants in the Estudo de Riscos Cardiovasculares em Adolescentes (Erica — Study of Cardiovascular Risks in Adolescents). This cross-sectional, national and school-based study was conducted in 2013 and 2014 in Brazilian municipalities with more than 100,000 inhabitants. Leisure time physical activity was categorized according to weekly practice volume, and adolescents were classified as active (≥ 300 minutes/week), inactive (0 minute/week) and insufficiently active (1–299 minutes/week). Sports practice and participation in physical education classes at school were also analyzed. The presence of common mental disorders was assessed based on the general health questionnaire, with a cutoff point greater than or equal to 3. Odds ratios (OR) were estimated using multiple logistic regression.”

RESULTS:

The chance of common mental disorders was 16% higher in the group that reported being inactive (0 minute/week) at leisure time (OR = 1.16; 95%CI 1.06 (1.27). The prevalence of common mental disorders was higher among young people who did not practice sports (37.2% vs. 25.9%; OR = 1.14; 95%CI 1.04–1.25) and did not participate in physical education classes at school (39.5% vs. 29.6%; OR = 1.25; 95%CI 1.15–1.36). Insufficient physical activity (1–299 minutes/week) did not increase the OR of common mental disorders. Practicing physical activity during leisure time, regardless of duration and weekly frequency, reduced the chances of common mental disorders in this population by 26%.

CONCLUSIONS:

Physical inactivity during leisure and school time is associated with the presence of common mental disorders in adolescence. The results suggest that sports practice, school physical education and physical activity during leisure time, even without reaching the current recommendation, are related to the mental health of young people.

INTRODUCTION

Epidemiological data show that up to 20% of children and adolescents suffer from a disabling mental illness and that about 50% of mental disorders start in adolescence. Worldwide, neuropsychiatric disorders are the main cause of years of life lost due to disability in the age group between 10 and 24 years. In Brazil, data from the Estudo de Riscos Cardiovasculares em Adolescentes (Erica — Study of Cardiovascular Risks in Adolescents) reported a high prevalence (30.0%) of common mental disorders in the young population.”

This Brazilian study illustrates why moving is so important for children and adolescents. School may not be the only cause of inactivity but when youth are forced to sit for as long as they are required to sit at school it certainly limits a child's opportunity for movement. Academic learning is prioritized above physical wellbeing in school and it's been that way for over a century. Children and young adults are told to “sit still” or “sit down” if they try to move around too much. When you have 30-40 children in a class that's how it has to be. This is more evidence of how compulsory schooling was designed to fail from the beginning.

Focusing on academics first and foremost shows a glaring lack of understanding of human nature. Generations of public school planners have mostly ignored fundamental truths of what it takes to create the best conditions for thriving and learning. Let me tell you about a 15-year-old boy named Billy. Billy is required to sit for many hours per day. This unnatural requirement causes Billy to react in natural ways. He's required to sit for hours each day while someone else tells him where his focus should be directed. One day Billy's teacher noticed that Billy was missing the last six assignments and he seemed to be bothering students around him constantly. After class, the teacher confronted Billy about his behavior. Billy explained that he felt bored and even a little depressed lately.

The next day a meeting is scheduled with Billy's Mom to discuss what is going on. It's decided that Billy needs an IEP (Individualized Education Program). The school nurse recommended that Billy's mother get a psychological evaluation for Billy to address his depression. A week later Billy's Mom picks up his prescription. She hopes that it will help her son. She knows Billy is a good young man. Time passes but nothing seems to be helping Billy. A few boys at school begin to tease Billy for going to a special class for part of the day. That makes Billy angry and sad. Billy takes his pills on time but they just make him feel numb inside. Billy doesn't understand why he feels the way he does. Billy can't envision a future where he will feel better. Billy hangs himself in the garage over the weekend. Billy's Mother finds him and immediately cuts him down and calls 911. Unfortunately, Billy can't be revived. Billy is gone and his Mother is devastated.

The school uses Billy's death as a teaching moment by starting a new anti-bullying campaign. Nothing changes but everyone feels better. The answer to Billy's problem is simply to allow students to move more during the school day. Nobody suggests making that change because they don't understand where Billy's problem started. Besides, even if they figured it out the school doesn't set the time required for academic learning so their hands are mostly tied. I hope this scenario helps you to understand how the system hurts children. All children are damaged by the public school system. The only question is how severe will the damage be to your child?

If the managers of the system really wanted to help students academically they might consider focusing on physical wellness first and see what happens. School administration and teachers miss the forest for the trees. The negative domino effect caused by students sitting all day can't be quantified but the Brazilian study indicates that public education is causing unnecessary harm by limiting physical movement during the school day. At the very least school is limiting students' opportunity to move for hours per day. A healthy and responsible system would allow and encourage young bodies to do more of what bodies were designed to do, move.

Movement and learning in elementary school – 4/1/2017

<https://kappanonline.org/lindt-miller-movement-learning-elementary-school-physical-activity/>

<https://archive.ph/f69iw>



“Intuitively, many teachers have always known that physical activity plays an important role in student learning. However, educational researchers have only recently begun to take a close look at the effects of integrating gesture, dance, and other kinds of movement into the everyday life of the classroom. Early findings suggest that engaging students in such activities has positive effects on their motivation, engagement, and learning, while also helping them become more physically active overall.

Movement integration is an interdisciplinary method of teaching that provides effective instruction in two subject areas at once, leading students to achieve curricular goals in both academic and physical education (Brophy & Alleman, 1991). Recent studies have found that incorporating movement activities in the elementary classroom shows promise as a way to boost student interest, motivation (Vazou et al., 2012), and learning (Braniff, 2011). It has been found to lead to improvements in content knowledge, skills, and test scores in core subjects such as mathematics and reading fluency (Adams-Blair & Oliver, 2011; Erwin, Fedewa, & Ahn, 2013; Browning et al., 2014). Further, in an era when school time for designated physical activity and physical education has been reduced (Lee et al., 2007), such innovative strategies may be necessary to help children meet the recommendation that they engage in 60 minutes of physical activity every day.”

“In a recent research study, we sought to determine whether lessons that incorporated movement were particularly effective at generating students' situational interest. Specifically, we compared the outcomes of movement and non-movement lessons in 2nd- and 3rd-grade reading and math classes taught by four preservice teachers. After being trained in the approach, the preservice teachers provided one week of lessons that included movement and one week of lessons that did not. They were also trained to rate students' interest levels, both through direct observation and in retrospect, offered during the video sessions that they recorded following each lesson.”

“Overall, we found that students were significantly more excited by, engaged in, and focused on the lessons that integrated movement than those that did not. Further, both the preservice teachers and their supervising teachers reported that students learned just as much content during the integrated movement lessons as during non-movement lessons.”

What a great idea! If only teachers could integrate this without fear of losing control of the class or interfering with important test prep time it could cause a learning revolution. I hope you paid special attention to this line:

“Further, in an era when school time for designated physical activity and physical education has been reduced (Lee et al., 2007), such innovative strategies may be necessary to help children meet the recommendation that they engage in 60 minutes of physical activity every day.”

The problem of sedentary school is getting worse all the time. I’m sure the pressure to meet academic expectations is enormous in some schools. In our homeschool, our children move a lot! We try to focus on what the kids need and give them plenty of time to run, play with our pet chickens, pick peas from the garden, and soak up plenty of sun. It might even look like chaos at times but with only a handful of kids to manage, we have it easy compared to a typical classroom. We can start and stop the lesson on a dime if the conversation moves to another area of learning. We can chase down spontaneous learning opportunities with ease because we can always get back to what we were learning to start with. Homeschool allows for huge increases in movement as compared to public or most private schools.

Whole.beings Instagram 2/16/2020 – The first seven years

How app learning is a threat to a child’s organic reward system.

“Whether it’s constructing in nature, a puzzle, the poem they just made up, the song they just learnt – a child will naturally experience reward & pleasure from most learning interactions. As they learn via innate curiosity & interest – the brain produces dopamine aka “the reward chemical” that’s associated with feelings of pleasure.

What happens when learning is associated with reward & pleasure? The child seeks more of it. Which brings us to learning via educational apps. Learning edge or learning threat? As a child plays “educational games” using their fingers to navigate, they also receive a series of powerful dopamine hits along a reward pathway in the brain. However in the case of electronic stimulus filled with ever so frequent rewards – receptors in the brain cannot handle the overload of dopamine that comes all at once’ from app interactions (even though the rewards appear harmless).

Basically the reward signals are far too big for their developing brains to handle. If a child experiences big hits of dopamine from an app, attention spans become much shorter when it comes to real world experiences. They begin seeking that stimulation, instant gratification & immediate stimuli response – rather than healthy and organic doses of dopamine. Research is suggesting that learning via apps & games in general is leaving children desensitized, bored, unable to focus & less engaged. Aric Sigman of the British Psychological Society, says devices can unintentionally cause permanent damage to their still developing brains. A child in a constant state of hyper-arousal becomes desensitized to regular experiences such as planting a garden, learning flowers by name, imaginary play or re-creating a story you just read.

Instead, they’d rather that big dopamine fueled experience that the app gave them to feel excited about learning. We haven’t even touched on the parts of the brain under used because of app learning. So next time learning seems easier via an app “they love” – think again. The organic reward system is under threat. There’s alarming research about what electronics are doing to adult brains let alone the child’s developing one. Schools have gamified the classroom with a variety of learning software, Lexia etc.

By the time they get home from school they've already had too much screen time. Software is being used as a replacement for the teacher. I've seen classrooms of kids with a laptop and headphones being led through virtual learning systems. Some think of school as a socializing influence but this is headed in the wrong direction. The data recorded by the adaptive software might be used in the future for all sorts of things that may eliminate possibilities for children. I believe the public schools system will eliminate teachers in favor of facilitators who only function as data quality controllers. Inculcating attitudes and values in an almost imperceptible way will be extremely easy with the help of AI."

PART 2: The Spiritual, Emotional, and Mental Dangers of Public School

SEL, CRT, and Sexualization/Gender Confusion of Children

Disclaimer: *I contend that government institutions shouldn't be teaching children in these arenas. It is your prerogative to teach your child what they need to know. I believe these sensitive topics are easily used to drive ideological agendas with the goal of culture change. The topics are real ideas in the world and people need to be taught about them in the context of their own family's values. The evidence I've found tells me that government schools are making efforts to instill values that are often contrary to what is taught in the home.

A government institution has no business undermining the moral responsibility of parents. I believe in teaching children to be kind to everyone but that natural kindness and empathy should not be used to force/indoctrinate children into ignoring reality or accepting and adopting the beliefs of anyone who demands it. I believe that school is not the place for any of the following ideas to be taught in the way they are being taught. Subverting innocence isn't ok.



CRT, SEL, & WOKE Experimentation on your Kids in Utah Schools – 4/18/2022

https://rumble.com/v11q0ow-crt-sel-and-woke-experimentation-on-your-kids-in-utah-schools-exclusive.html?utm_medium=email&utm_source=sendpress&utm_campaign



“Here's the story on this exclusive look behind the curtain at the Utah State Board of Education:

Thousands of state board documents reveal that the CRT, SEL, and other woke practices you're seeing in your kids' classrooms is a form of educational malpractice upon our children's hearts and minds.

These divisive and intrusive ideologies and practices are being injected into every aspect of your kids' educations through decision makers and outside parties to whom control over local education has been given.

This is the first of a series of exposés on the state board showing the emotional exploitation and indoctrination of your kids at the expense of their academic learning and personal privacy. Thanks for watching, it's long but worth it. You won't find this content anywhere else, so now's your chance. Here's the breakdown if you want to chunk your viewing:

0-10:20: Intro

10:20 - 24:05: (just a few) Examples in schools

24:05 - 58:20: Utah State Board of Education documents and ACEESS committee influence

58:20 - 1:19:45: SEL, CRT, woke agenda pushers, including USBE (see how they're tracking your kids)

1:19:45 to end: Conclusion and action parents can take”

Academic Integrity Movement, Education Watchdogs for Utah Parents: Follow us on Telegram, Facebook, Twitter, and Instagram

www.aim-utah.org



But they don't teach CRT in Utah's public schools... You're right, in early 2022 the Utah legislature passed SB 244 (Ethnic Studies Amendment) which requires ethnic studies to be taught in Utah public schools. Ethnic Studies will be taught as a stand-alone class and incorporated into the core curriculum. My interpretation of Ethnic Studies is that it's supposed to be a "fair and balanced" way to integrate CRT. This video shows documentation that the leadership knows it can't use the name CRT. If you can read between the lines it's obvious this is an end run to achieve the goal of "equity". The ACEESS committee will strongly influence the state curriculum. Essentially anyone can get on this committee. No educational credentials are required but you'll need to be a member of a minority community. Rather than being an unbiased look at people of color through history, this will use guilt to teach equity. Many teachers were doing this before but now Ethnic Studies is required. This is crazy on top of crazy.

Please pay special attention to the letter CASEL (Collaborative for Academic, Social, and Emotional Learning) sent to the Governor and USBE (Utah State Board of Education) in 2020, see time stamp 1:13:30. CASEL is of course supported by Bill and Melinda Gates and Chan Zuckerberg. Listen to what the letter says about connecting education and workforce policy through a social and emotional lens. Public school is a jobs program and students' SEL scores will follow them into the workforce. Parents can't see a child's SEL scores but the Monica walks us through the SEL data portal accessible to the system admins. How do you score a child on subjective qualities? The system wants to replace individual family values with values the system deems optimal. Watch this entire video! It contains a lot of current information that will be new to most parents. The section about POG (portrait of a graduate) is fundamental to understanding the game plan.

As you read the next few stories just remember that Chan Zuckerberg funds CASEL. Facebook money is spread far and wide for good reasons. Or do you think they're just being nice? More important information about SEL continues right after this brief detour.

Facebook donates \$582k to Alpine School District for tech – 5/6/2020 (Just as Covid was shutting things down)

<https://lehifreepress.com/2020/05/06/facebook-donates-582k-to-alpine-school-district-for-tech/>

<https://archive.ph/l5zxh>



“Facebook will donate \$582,000 to the Alpine School District to help support technology, the district announced May 4. “It is an amazing donation,” said David Stephenson, a spokesman for ASD. “We are just so excited and happy to be able to work with this partner. I know that we have some great business partners in Alpine School District, and Facebook definitely stepped up here.” The immediate, one-time donation will provide educational support in the wake of COVID-19 and the soft closure of schools statewide.

Funds will be used to purchase laptops, tablets, and video equipment primarily. “We are honored to partner with Alpine School District to support students and families in Eagle Mountain and Saratoga Springs during the COVID-19 pandemic,” William Marks, a community development regional manager for Facebook, said in a press release. “We understand that the situation presents new challenges for both students and educators; however, we hope that this partnership will help students continue their education and learning remotely.” While the donation will be centered on the Eagle Mountain and Saratoga Springs area, Stephenson said it will be used to support technology throughout the district.

“As we continue to respond to the COVID-19 pandemic and new norms for directing learning from homes are required, we are deeply grateful for this timely and specific funding source to assist us in this endeavor,” Superintendent Sam Jarman said in a press release. “Thank you, Facebook, for being a partner in supporting education in the Alpine School District.”

The majority of the funds will be spent on purchasing laptop computers. The district has checked out more than 16,000 Chromebooks to students after COVID-19 led to online learning. Stephenson said the money will help the district be better prepared in the future. “The objective of this grant from Facebook is to put devices in the hands of students,” Stephenson said. The district hopes that students will be able to return to physical schools in the fall, although that may look different than it traditionally has. Stephenson said the district is investigating what those scenarios might look like, which could be a mix of at-home learning and students attending class in the physical schools in smaller groups. He said the donation has come at a time when it’s greatly needed.”

The comments by David Stephenson make me sick. Does Alpine School District regularly partner with criminal organizations? Less than a year before this donation was made and accepted Facebook was fined \$5 billion by the FTC for violating the privacy rights of millions of its users. That’s nearly 30 times more than the FTC’s largest fine to date! The company separately agreed to pay \$100 million to settle data misuse charges brought by the Securities and Exchange Commission. They are criminals. In addition, Meta acts in an anti-freedom manner millions of times per day. And yet the school district I live in has accepted hundreds of thousands of dollars from this company. The district doesn’t represent my desires at all in this case.

Of course, I help pay the district superintendent and Mr. Stephenson’s salaries through my property tax even though we’ve opted out of the system. Facebook was also handing out cash to local chambers of commerce and all sorts of non-profit groups during Covid. Besides sponsoring subversive SEL through CASEL Meta wants to buy the locals' love. In case you didn’t know Facebook is building a billion-dollar data center n Eagle Mountain, Utah which is one of the cities served by Alpine School District. Before the data center was announced the school district was secretly wheeling and dealing with Meta on decades of tax breaks. Locals were only told that a big tech company wanted to come to Eagle Mountain. It turns out that the district alone gave up \$135 million in property tax over the next 3.5 decades. Over the next four decades, Meta is expected to realize \$750,000,000 in tax breaks. But they are investing \$150 million in infrastructure improvements to run power lines and build some roads...

After the locals commuting from other areas of Utah for construction jobs to build the center finish their work the data center will only employ a few dozen locals and consume massive amounts of water for cooling the data center. Who is the real winner here? In this context do you think it’s a win for Alpine School District to get a half-million dollar donation? More importantly, is

Meta a company a school district should be accepting money from? I say NO! This is great PR and marketing. I'm sure students will have a positive opinion of this criminal enterprise. The local high school has a big Facebook banner on the back of their bleachers facing the road.



It's surreal to drive by and see the Facebook banner along with a few other companies. Get business, especially big tech business out of public education! The whores of public education will take the money and pat themselves on the back for it. Our children's minds should not be for sale. Where is the public outcry from parents on this? I guess the majority will never cheer for refusing money from criminals when their children can enjoy free Chromebooks that will be used to work on assignments and collect data on each student the entire time. See more on the FTC fine below.

Facebook fined \$5 billion by FTC, must update and adopt new privacy, security measures – 7/24/2019

<https://www.usatoday.com/story/tech/news/2019/07/24/facebook-pay-record-5-billion-fine-u-s-privacy-violations/1812499001/>

<https://archive.ph/v14L4>



“Facebook must pay a record-breaking \$5 billion fine as part of a settlement with the Federal Trade Commission, by far the largest penalty ever imposed on a company for violating consumers' privacy rights. Facebook also agreed to adopt new protections for the data users share on the social network and to measures that limit the power of CEO Mark Zuckerberg. "We've agreed to pay a historic fine, but even more important, we're going to make some major structural changes to how we build products and run this company, Zuckerberg posted on Facebook. Under the settlement, which concludes a year-long investigation prompted by the 2018 Cambridge Analytica scandal, the social networking giant must expand its privacy protections across Facebook itself, as well as on Instagram and WhatsApp. It must also adopt a corporate system of checks and balances to remain compliant, according to the FTC order. Facebook must also maintain a data security program, which includes protections of information such as users' phone numbers.”



“The company separately agreed to pay \$100 million to settle data misuse charges brought by the Securities and Exchange Commission. "Public companies must accurately describe the material risks to their business," Stephanie Avakian, co-director of the SEC's Enforcement Division said in a statement. "As alleged in our complaint, Facebook presented the risk of misuse of user’s data as hypothetical when they knew user data had in fact been misused.”

More money from Facebook!

Meta gives \$100,000 grant to Alpine School District – 5/10/2022

<https://www.heraldextra.com/news/local/2022/may/10/meta-gives-100000-grant-to-alpine-school-district/?fbclid=IwAR3cyVVfR-qbncxeJbBNNwSVr3XxRqblsEJltj6dsWvLetHPsUsLBfuRMIY>

<https://archive.ph/7C8I3>



“It was announced Tuesday at the Alpine School District board meeting that Meta, the company formerly known as Facebook, has given a \$100,000 grant to the district to support various robotics and STEM programs. “Meta is proud to be part of this community and support the Alpine School District’s dynamic robotics and STEM education programs. Students across the district, from elementary school through high school, will have greater access to engaging activities and state-of-the-art technology that will enhance their learning,” William Marks, community development manager at Meta, said in a press release.”STEM learning is so important for students of today to be career- and college-ready. Collaborating on projects like these with Alpine School District is central to Meta’s commitment to being a great community partner.”

“This grant is in addition to the \$54,340 awarded to schools in Alpine School District through Meta’s Community Action Grants Program last month to improve STEM education. The Dan W. Peterson School received \$24,290, Windsor Elementary School received \$14,300, Eagle Valley Elementary School received \$7,500, Black Ridge Elementary School received \$750, and Polaris High School received \$7,500. Meta’s Community Action Grants Program provides funds to schools and registered 501(c)3 nonprofits in the areas surrounding Meta Data Centers. This is the second year, since being established in 2018, that the Eagle Mountain Data Center has awarded grants in the community.

“The willingness of our friends at Meta to support a broad range of initiatives is opening doors for many types of students to explore new topics and themes, go deeper in specific areas of learning, and challenge their limits and experiences.” David Stephenson, executive director of external relations & communication, said in a press release. “This latest round of grants will continue to maximize opportunities and allow students to grow in very important and very inspiring ways.”

The district is so happy to keep the relationship going with this criminal enterprise. So gross! What does “many types of students” mean? That’s a weird way for the communications director of a school district to describe the beneficiaries. Dear David, please tell your bosses to grow a spine and refuse the dirty cash. Meta = criminals!

“The \$100,000 Meta grant will be used to support the following projects:

Alpine School District: \$30,000 for the ongoing development and expansion of robotics programs at four secondary schools, supporting both in-school curricula and after school programming.

Alpine School District: \$25,000 for STEM library kits to be used in kindergarten through sixth-grade classes across the district to support state SEEd standards and assist STEAM teachers as they expose students to creative problem-solving and STEAM principles and concepts.

Cedar Valley High School: \$15,000 to support the STEM in Agriculture Education program and help finalize construction of its barn project where students will raise and study animals.

Westlake High School: \$10,000 for the STORM (Students Taking on Restorative Measures) Academy with materials and supplies, including VR headsets, multimedia equipment, yoga equipment, percussion instruments, alternative seating, sound system, and other technology, and resources to support students social and emotional wellbeing.

Lake Mountain Middle School: \$10,000 to support 3D printing and plastic recycling.

Vista Heights Middle School: \$5,000 for improved A/V to record and stream assemblies, concerts, drama programs and video announcements, and training for stage crew techs to run the streaming.

Alpine School District: \$5,000 to support Diversity, Equity, & Inclusion programming.”

They only devote \$5k to diversity because Chan is donating way more to CASEL for SEL which pretends to accomplish the same goals. Notice the line item about \$10,000 to West Lake High School for their “restorative measures.” Here’s a brief rundown of what that is in case you don’t know.

Why Schools Should Take a Restorative Approach to Discipline Issues – 9/6/2018
<https://health.usnews.com/wellness/for-parents/articles/2018-09-06/why-schools-should-take-a-restorative-approach-to-discipline-issues>
<https://archive.ph/Cyl3j>



“With school underway again, now is the time to set the tone for the academic year, while the energy is palpable and the students are primed to absorb the culture of their classrooms. When the newness and excitement fade, there will be a predictable increase in frustrating classroom behavior and interpersonal conflicts. Parents will be watching closely to see how teachers react to misbehavior, quick to offer their opinions – that a response is too lenient, too strict or too permissive – when their own children are affected.

Traditionally, school administrators have responded to disciplinary issues with punitive actions, such as lost recess, detention, suspensions and revoked privileges. There are a number of problems with punishments: They disproportionately affect students of color, contribute to a school-to-prison pipeline and further isolate children who are often in most need of prosocial environments, which promote healthy peer relationships. Still, schools tend to rely on these responses because they are easy and appease most parents.

After all, it doesn’t take any additional training for a teacher to send a misbehaving child to the office. Punishments are also a quick way to satisfy the parents of children who have been targeted; protective moms and dads tend to seek retribution. In the long run, however, punishing kids for misbehavior has not proven effective at changing children’s hearts and minds. Students who are punished grow even more hostile toward their targets, and they often threaten to retaliate against peers who report mistreatment to adults. A better option is to teach children who act out to understand the impact of their behaviors on others. If we can teach them to feel empathy for the people affected by their actions, they will be more willing to repair the harm they have caused.”

“Schools that are ready to take more formal restorative measures can do restorative justice training and prepare their teachers to run facilitated classroom circles. The beauty of classroom circles is that they are appropriate for every age. My husband is a veteran high school math teacher and has used peacemaking circles to handle intense conflict and complicated issues among his teenage students. On the other end of the age spectrum, our youngest daughter attends a public elementary school where she has participated in weekly facilitated circles since kindergarten. Last year, in her second-grade class, the children regularly asked each other, “How can I make it better?” after making a mistake that affected a peer. That is what we all should be asking of our schools. When kids misbehave, what we really need to know is, “How can we make it better?”

You can read more about CRE (Conflict Resolution Education) in Mary Graber’s review of an educational convention that took place in 2010 in part 5 of *Sinister SEL* below. Facebook is giving \$10K to Westlake High School in Alpine school District (Utah). CRE teaches us that traditional punishment is racist and promotes the school-to-prison pipeline. Notice in the last paragraph they talk about intervention-like circles. That should be a red flag to parents that

something well beyond regular school is occurring. CRE tips any zero-tolerance policy on its head. To purveyors of CRE and SEL, zero tolerance is racist as well.

“Westlake High School: \$10,000 for the STORM (Students Taking on Restorative Measures) Academy with materials and supplies, including VR headsets, multimedia equipment, yoga equipment, percussion instruments, alternative seating, sound system, and other technology, and resources to support students social and emotional wellbeing.

Alternative seating? Do they mean couches and bean bags? VR headsets? What could go wrong with a company called Meta handing out VR headsets? I wonder what “other technology” means. Yoga equipment? Do you mean a padded mat? Will weird universe worship meditation be involved as well? They are supporting social and emotional wellbeing? RUN!
Yes of course meditation is a thing in state-run schools.

Mindfulness in Schools: When Meditation Replaces Detention – 12/8/2016

<https://health.usnews.com/wellness/mind/articles/2016-12-08/mindfulness-in-schools-when-meditation-replaces-detention>

<https://archive.ph/4BaVN>



“Say the fourth-grader was tussling with his on-again, off-again buddy on the playground – a taunt here, light shove there. He’s agitated. Stomping, huffing. At most schools, governed by a traditional disciplinary approach, the offender would land in the principal’s office, likely followed by a few days of detention: an hour after school, empty classroom, utter silence. At Robert W. Coleman Elementary School in Baltimore, kids are instead referred to the Mindful Moment Room, an oasis of colorful tapestries and beanbag chairs, oil diffusers and herbal tea, where they practice deep-breathing exercises, meditate and talk about what happened. It’s one example of how mindfulness is becoming a standard part of the school day, offering an alternative to the usual punishments and, advocates say, arming kids with lifelong tools to cope with challenging situations, resolve conflicts and feel compassion and empathy for both themselves and others.

“You see kids dealing with a lot of anger and frustration that they were taking out on their peers physically, and now they’re able to manage that anger,” says Ali Smith, co-founder of the Holistic Life Foundation, a Baltimore-based nonprofit that implements mindfulness and meditation programs at Coleman Elementary and other schools. “They can feel anger rising, and they say, ‘OK, this is what anger feels like, and I can choose to express that anger or to re-center myself and get back to that place of inner peace and calm. Because once they learn it, that’s something no one can ever take away from them.”

This is CRE taken to the extreme. SEL in a regular mental state is damaging our children. I have no doubt mediation coupled with SEL could lead to very deep psychological damage for many children. Meditation and hypnosis are close cousins. Given all the other information I’ve found about the public school system and its actors, there is no way in the world I would trust teachers to run my child through any meditation. Lack of trust might be my number one reason to homeschool. Why are kids dealing with “a lot of anger and frustration at school?”

Oh wait, I think I have a few ideas... Do a word search in this document for school psychosis to see the levels of crazy-bad behaviors going on inside tax-funded sanatoriums. Children need something but teaching meditation isn’t it. Now let’s dive deeply into Sinister SEL.

****MUST WATCH**

****Sinister SEL Parts 1-6 by Lisa Logan Content Specialist and Parent Lead for Utah Parents United**

<https://www.utahparentsunited.org/>



Do you want to understand the roots of SEL and why SEL is a problem for your child and the world? These 6 videos will walk you through where SEL comes from and who is really in charge of our public education system. If you read/watch nothing else in this book except for these videos you will understand enough to act.

Sinister SEL — Part 1 – 3/25/2022

<https://utahed.info/sinister-sel-part-1/>



“This video introduces you to what social emotional learning is, its beginnings, who’s behind it, and what their agenda is. It describes how the U.S. education system became federalized to create national standards for academic competencies and how that laid the foundation for the government to also set standards for social and emotional competencies. Training for “global citizenship” is now established as the primary purpose of all education.”

Part 2

<https://utahed.info/sinister-sel-part-2/>



“You can’t talk about SEL without talking about Common Core, because that was the vehicle that inched social emotional learning into every subject in school curriculum. They are closely and intentionally intertwined. This video will also explain how Common Core was not just a state-led initiative, but another stepping stone toward the U.N.’s goal of globalized citizenship education.”

Part 3

<https://utahed.info/sinister-sel-part-3/>



“CASEL (Collaborative for Academic Social and Emotional Learning) is the organization that sets the 5 core competencies and standards which all SEL programs are measured by. Learn all about the new brand of SEL they are pushing called Transformative Social Emotional Learning that is a Trojan horse for CRT, gender theory and social justice activism.”

Part 4

<https://utahed.info/sinister-sel-part-4/>



“This is a deep dive into the Second Step Social Emotional Learning curriculum and the company that puts it out, Committee for Children. I share about my experience with Second Step in the first 5 minutes, then get into the presentation where I give concrete examples of the concerning aspects of the transformative social emotional learning they are teaching.

Please share far and wide! Educate others whose school districts are still using Second Step.”

A group including Lisa Logan spent many hours at a Utah school district office looking through Second Step Curriculum for 8th graders. They had to go to the district because the curriculum is copyrighted so parents can't see it any other way. Perhaps that alone will cause you to pay attention since you help pay for the curriculum you don't have access to. She wrote a short and long summary of her findings:

Long Version

https://www.utahparentsunited.org/uploads/1/3/3/6/133631373/8th_grade_-_second_step.pdf



“8th Grade Second Step Curriculum – Updated March 8, 2022

Process – As a group of parents, we went to our school district to review the Second Step curriculum. We looked at some lessons as a group and at some individually. When looking at a lesson, we would review the Lesson Plan (given to the teacher), the Student Handout (given to the students) and the lesson itself (played for the children - sort of like a PowerPoint presentation with slides, pictures, cartoon videos and actual videos of classrooms or of students talking to the camera, or a skit played out). We also reviewed the Quick Start Guides. These are videos at the beginning of each Unit that prepare the teacher to teach the lesson. They include tips, a summary of the content and instructions.”

Short Version

https://www.utahparentsunited.org/uploads/1/3/3/6/133631373/8th_grade_review-second_step_by_topic_from_lisa.pdf



Defending Our Children by Licensed Utah Psychologist Dr. Laura Sanger – 1/24/2022

<https://rumble.com/vt7wgk-defending-our-children.html>



“Dr. Laura Sanger exposes the destructive agenda of Social Emotional Learning (SEL) that has infiltrated our schools. Comprehensive Sex Ed (CSE) along with SEL deliver an utterly reprehensible sex-ed curriculum to our schools. CSE promotes sexual stimulation in pre-pubescent children. Teachers who implement SEL in the classroom are utilizing psychological interventions. Dr. Sanger calls other psychologists to join her in exposing the problem with teachers practicing psychology without a license. License #376633-2501 Psychologist”

Part 5

<https://utahed.info/sinister-sel-part-5-2/>



“Reprogramming for Global Citizenship through SEL: How the U.N. is using organizations like the OECD, CASEL and SEL assessments to further their Sustainable Development Goals for education by indoctrinating children with government-favored values, attitudes, and beliefs.”

If you doubt what is discussed in Sinister SEL part five just look at the handbook from the closest elementary school to my home. Keep in mind I’m in what is widely believed to be a majority-conservative state. See the citizenship skills specified in the 6 C’s below. Thinking like global citizens? Who in the hell came up with that? Sinister SEL 5 tells us exactly where this is coming from. I wonder how many parents even know this is in their elementary school handbook? Why isn’t there a single word about thinking like a citizen of the USA?

Then we finally see these kids need to learn these skills to solve problems related to environmental sustainability. This aligns perfectly with the OECD global citizen testing I touch on later in this paper. I find it ironic that they mention students need to be able to evaluate information and arguments using critical thinking skills. Indoctrination into a global agenda won’t be possible if students learn to think critically. While I’m commenting on nonsense how exactly are they going to measure character skills like grit, resilience, and integrity?

The public school system actual has a portal called Panorama to monitor progress in these areas. You won’t see it on your child’s report card but this data will be used by employers looking for employees with the right attitudes. There is a very clear agenda in public schools worldwide to ensure that children finish school with the right attitudes. Please don’t let your child be part of this.

[REDACTED]

Elementary School

Student / Parent Handbook

The 6 C's

The following are 21st Century Skills that students will need to thrive in today's world.

Communication: communicating effectively with a variety of styles, modes, and tools including digital, communication designed for different audiences, and reflection on and use of the process of learning to improve communication

Collaboration: working interdependently and synergistically in teams, interpersonal and team-related skills, social, emotional, and intercultural skills, managing team dynamics and challenges, and learning from and contributing to the learning of others

Creativity: having an "entrepreneurial eye" for the economic and social opportunities, asking the right inquiry questions, and considering and pursuing novel ideas and solutions, and leadership to turn ideas into action

Critical Thinking: problem-solving, making connections and identifying patterns, evaluating information and arguments, constructing meaningful knowledge, experimenting, reflecting, and taking action on ideas in the real world

Citizenship: compassion, empathy, and concerns for others, thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability

Character: learning to learn, grit, tenacity, perseverance, resilience, self-regulation, responsibility, and integrity

Mary Graber's Report as mentioned in Sinister SEL 5 video.

Changing Consciousness: Conflict Resolution, Emotional Intelligence, and Peace Studies for a One-World Government by Mary Graber – 3/24/2010

https://www.marygrabar.com/images/sampled/dfs/grabar_reprt_kevinjennings.pdf



In this shocking report, “Changing Consciousness: Conflict Resolution, Emotional Intelligence, and Peace Studies for a One-World Government,” Mary Grabar reveals the real agenda behind “Conflict Resolution Education” and warns that parents, citizens, and political leaders should not be fooled by the innocuous-sounding names such as “emotional intelligence” under which such radical efforts masquerade. She discloses that:

Social and Emotional Learning (SEL), Conflict Resolution Education, Peace Studies, and other variants are names for a pedagogy that aims to reprogram students through emotional manipulation. Government officials have taken up the cause and are dedicating millions in federal dollars to such efforts. Among the true believers are Education Secretary Arne Duncan and Assistant Deputy Secretary, Office of Safe & Drug Free Schools, Kevin Jennings. Kevin Jennings uses SEL to promote indoctrination of school children towards the acceptance of the gay lifestyle, a cause that he has spent the bulk of his professional career on.

SEL advocates use a wide array of left-wing non-profits and international organizations to assist them in their efforts, including the UN's University for Peace in Costa Rica and the federally-funded U.S. Institute for Peace in Washington, D.C. Sesame (Sesame Street) Workshop produces films that propagandize SEL throughout the world. Anti-Americanism is reflected in efforts to compare childhood inscription and massive rape by soldiers in Africa and the U.S. refusal to sign and ratify the UN Rights of the Child treaty that would outlaw spanking by parents.

Efforts are underway on a state-by-state level to mandate SEL into curriculums. A federal effort to expand this kind of “learning” has taken the form of the Academic, Social, and Emotional Learning Act of 2009 (HR 4233), introduced by Democratic Congressmen Dale E. Kildee (MI), Tim Ryan (OH), and Republican Congresswoman Judy Biggert (IL). The University of Illinois at Chicago, where former Weather Underground terrorist and communist Bill Ayers teaches in the College of Education, is the incubator for these efforts. Ayers wrote a back cover endorsement for Queering Elementary Education, the same book that carries Kevin Jennings' foreword.”

The beginning and end of this report contain the most important information. A lot of it describes who was there and a detailed description of the topics presented. Here are the parts that were most concerning to me.

“Few would disagree with the idea of conflict resolution, or resolving conflicts in a peaceful manner, whenever possible. Few would question a community college hosting a conference for professionals, like police officers, mediators, and social workers, to further their education and brush up on their skills. But what I saw and heard at the Third International Conference on Conflict Resolution Education (CRE) Building Infrastructure for Change: Innovations in Conflict Resolution Education (CRE) and Justice Initiatives at

Cuyahoga Community College in Cleveland, Ohio, March 24-27, 2010, indicated that such practical aims would not match the grandiose goals of the conference. The conference is one many often held at community colleges. I was seeing a part of a movement at community colleges and other schools to transform students into pacifist “citizens of the world.” The fact that the conference is international in scope and has as kick-off keynote speaker Kevin Jennings indicates a much larger agenda at play. In 1999, Jennings wrote the foreword to a book titled *Queering Elementary Education*.”

“Jennings, now Assistant Deputy Secretary, Office of Safe & Drug Free Schools, entered public service as founder and leader of GLSEN (Gay Lesbian Straight Education Network), a group that promoted homosexuality in the schools. Jennings’ focus was on children who are bullied and taunted as “gay.” Part of his redefinition of “safe schools” now includes “social acceptance.” Social and Emotional Learning (SEL) sessions now dictate to children whom they should not reject socially (i.e., everyone needs to be a friend). Advocates of SEL, who have their own left-wing agendas or professional ambitions, promote “social acceptance” through disturbing group lessons.

The goal is nothing less than a re-education of children, but at the most fundamental level: emotionally. The psychologically invasive strategies used in the classroom by a slew of re-educated teachers and emotional intelligence entrepreneurs are frightening. Such re-educators are not shy or reserved in their roles that extend far beyond educating in the traditional sense of imparting knowledge and teaching skills. They believe that part of their job description is emotional reprogramming. They believe that students need to be reprogrammed in order to bring about a new international order that will ultimately subject the U.S. to a cooperative international order.

Their utopian vision includes having future leaders employing the skills they have learned under the peace educators’ tutelage and solving international conflicts through mediation, On both an individual level in terms of each child and on an international level their vision portends disaster— emotional scarring for the child and vulnerability to the many leaders who will take advantage of pacifist American leaders”

“Bronson and Merryman, however, claim that they got Goleman to admit that there was no real research supporting his claims about the value of learning “emotional intelligence.”¹⁹ In their 2009 book *Nurture Shock*, they cite studies that confirm what common sense would tell us: children learn valuable skills from conflict. It has been a rite of passage into adulthood. The imposition of adult- dictated “conflict resolution” sessions is another part of the nurture overload that children confront today, which includes excessive praise by parents and teachers, hyper-sensitivity to self-esteem, unwillingness to allow competition, etc.

Such sessions freeze children’s emotional growth, Bronson and Merryman demonstrate. In fact, applying this kind of therapy on a mass scale can have a harmful effect. Psychologists have pointed out that excessive attention to feelings and self-esteem has the effect of producing narcissists, which as studies have shown are increasing in number. One would think that the blanket, generic approach to violence that comes from group exercises can have the effect of normalizing such behavior. To make students “peer counselors” and “mediators” puts an onerous burden on them and absolves the adults of responsibility.

Mediation that focuses on resolution through compromise can shift blame onto the victim and undermine our notions of justice. When punishments are not dealt with justly, the victim can experience a build-up of grievance, until he explodes. In her analysis of violent kids, psychologist Helen Smith²⁰ notes that students are no longer allowed less violent outlets like physical fights, which have been seen as a part of growing up.”

To this point, my concern about SEL has been focused on the dangers of psychologically reprogramming student values and turning kids into agents of change. The section above brings up a great point about unintended or intended consequences. SEL programs like Panorama can track a subjective trait called “grit” and yet SEL likely undermines what I would call grit. Grit is the ability to eat a crap sandwich or several crap sandwiches and keep striving towards a goal. Grit is about mental and even physical toughness.

Constant focus on feelings might just paralyze a child at some point. I’ve been told that school toughens children. In my opinion, toughening in the context of school means dulling one’s humanity to survive. It may sound harsh but school shares many personality traits with a cell block. SEL is adding a layer of captivity to children’s minds. SEL essentially interrupts the normal development of a healthy child. That may be the simplest way I can describe the trouble with SEL.

“This new approach fits with the goals of educators who see their roles as agents of social change and their students as subjects to carry it out. While it makes sense that individuals who are stymied by emotionally upsetting home lives or poor coping skills would be helped by learning new strategies aimed at addressing these problems, the way such therapy is used—on an indiscriminate group scale—and the ideological goals it is mixed up with—reveal that it is not the individual student and her academic success that is the prime concern of such educators.”

“And the claim that SEL improves academic achievement is put into doubt by the school created by CASEL member Linda Darling-Hammond and run by Stanford Education College faculty. Stanford New Schools employed conflict resolution along with other efforts aimed at emotionally aiding students, but it has failed miserably, reported Joanne Jacobs. Stanford New Schools targeted low-income Hispanic and black students and featured a web of programs and private services to meet their emotional needs. Jacobs reports, “In March, Stanford New Schools (aka East Palo Alto Academy)—a charter high school started in 2001 and elementary grades added in 2006— made California’s list of schools in the lowest-achieving five percent in the state.

”21 students were graded on a “five-dimensional rubric based on (1) Personal Responsibility; (2) Social Responsibility; (3) Communication Skills; (4) Application of Knowledge; and (5) Critical and Creative Thinking”; only 20 percent of the grade was based on knowledge. (The guinea pigs in such social experiments are usually the children from minority groups who are the most vulnerable.) But such evidence that flies in the face of claims of success is ignored by proponents of SEL. Conflict resolution is part and parcel of the new pedagogical approach of constructivism that shuns knowledge and reason in favor of creativity and emotion. Teachers now “facilitate” while students supposedly work out their lessons and problems creatively and emotionally.

Ironically, the “facilitator” stepping out of a role of enforcer of clear-cut, established rules and guidelines can easily become a manipulator, preying on students’ emotions. Through suggestion and appeal to the students’ peers, she can exercise immense emotional power.”

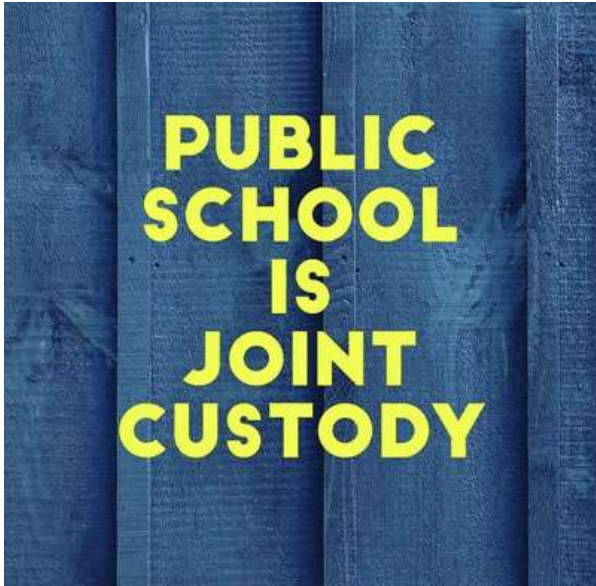
“It’s not surprising that CASEL’s agenda—like virtually all such groups’ agendas—goes beyond “conflict resolution” or resolving disputes. CASEL promotes community activism and changing academic assessments from traditional knowledge based ones to “comprehensive assessments” that “provide a picture of the whole student,” according to their website. Teachers are to evaluate students on their “performances,” “leadership skills,” “creativity,” and, of course, social and emotional intelligence, the same standards of the failed Stanford New Schools. The larger agenda aims to end objective academic measurement. Likewise, behaving by the rules is not enough.

Little Johnny’s report card now includes not only marks for citizenship, but for his feelings and expressions. It used to be that Johnny did not have to like little Susie, but now he does. He will also have to confess before an assembly of his peers and an emotional intelligence educator like Michael Pritchard what some slight was “doing to your heart.” For conducting this this kind of assembly,²² (video produced by CASEL’s partner George Lucas’s Edutopia) Pritchard charges between \$750 and \$1650, plus that same amount for presentations to teachers and parents. Even the terms used for activities in such sessions—like “truth-telling” and “trust exercises”—indicate a violation of psychological boundaries of children that should have all parents and citizens concerned.”

“Arne Duncan was involved with the same Chicago Annenberg Challenge that Obama was involved with, along with Ayers; and Duncan supported separate schools for gay students. As Chicago school superintendent, he advocated a concept of “community schools” that would be open 12 to 14 hours a day, offering homework help, health clinics, and potluck dinners. So while Duncan seems to be getting kudos for his reform movement “Race to the Top,” his background, along with his pick of Kevin Jennings, indicates an agenda that goes beyond traditional academics. By his own statements, he presents a new role for schools—as providing those things parents once did: homework help, doctor visits, meals, and emotional guidance and support.”

This is where school is headed. Mary’s report was written 12 years ago. It’s interesting to read about what was going on back then and compare it to where we are now. In some schools, the parents won’t be notified of a student’s new gender identity if the child wants to keep it hidden from their parents. Think about that. SEL is being taught and accepted in conservative states like Utah. There will come a day when parents will grant joint custody of their children to the state. Think about all of the free services parents already utilize including free education, free breakfast/lunch, out-of-school social services, all-day kindergarten, free pre-k programs, sports, band, clubs, mental health screenings, etc.

If we’re being honest some parents have already abdicated their parental responsibility and willingly grant joint custody of their children to the state. Now with SEL, the state will teach children the values of the state (state, federal, and global), business interests, and NGOs. Do you see where this is going? As James Evan Pilato says, “they are replacing the real with the fake.”



12:23



Posts

With strangers ✓ As far as waking hours is concerned children spend more time at school than sending your kids to your x for the weekend. Sure you get to know their teachers but only at a surface level. And you certainly don't know all of the adults in the school. Trust is given based on trust in the institution, prior experience, and proximity to other teachers who are assumed to be trustworthy. I'm not saying they shouldn't be trusted I'm just saying teachers can and do spread personal beliefs to their students. I'm saying a background check doesn't say anything about their social, political, personal beliefs. Physical safety is an issue but you don't need to be a criminal to espouse bad ideas.

Sure you can transfer students to another class but I think a large percentage of parents wouldn't dare question a teachers ideology but maybe they should. At the beginning of the year hand the new teacher a survey to fill out. I'd love to see if they do. I think most might fill it out but some might be offended. My entire point is not to home school but do interviews any adult who has this much access to your child. If they don't fit then move your child. When you hire any professional you read reviews and get multiple bids. Teaching your child should at least rise to that level of importance. This interview process might help ensure the best fit with teacher and student. Being a nice person isn't enough. Just ny thoughts. Probably won't be a popular opinion but I think it's based on sound logic 😊 PS I think good teachers should be paid more and ineffective and or uncaring teachers should find a new job. I'm not anti teacher. And if you home school you can skip this post. I know not everyone will do that so this is one suggestion to improve schools as they are.

October 12, 2020

“Social and emotional learning—and all its political goals—jibe well with the agenda of Bill Ayers, “communist with a small ‘c,’” as he calls himself. Just about every statement about “helping” children at the Cleveland conference overstepped the role of teacher or counselor and was followed up by the desired objective of worldwide “peace.” Conflict resolution, the way it is touted by its proponents, involves the overthrow of our notions of justice for those of an international order based on compromise. Each individual child in the classroom is seen as a tool for bringing in this new world order.

It is a new world order where masculinity is eschewed and replaced by endless talk and exploration of feelings, where right and wrong are overruled by concern for hurt feelings, where children are required to parade their feelings before peers and adult facilitators, where personal feelings and disputes are projected onto the world stage, where ignorant students are led to believe that they know how to bring about world peace (and have that onerous and ridiculous task imposed on them), where teachers, counselors, and parole officers take the place of family in round-the-clock “community schools.”

“Former “flower children” have found their opportunities to implement ideas of the 1960s. Consultants see new money-making opportunities in districts desperate to control students, who, as a result of post-Sixties permissiveness, know no discipline. It’s all part of the larger plan of the SDS at Port Huron in 1962: to change consciousness by working in the schools. The indoctrination goes far beyond the political correctness in curricula and lectures we’ve been used to.”

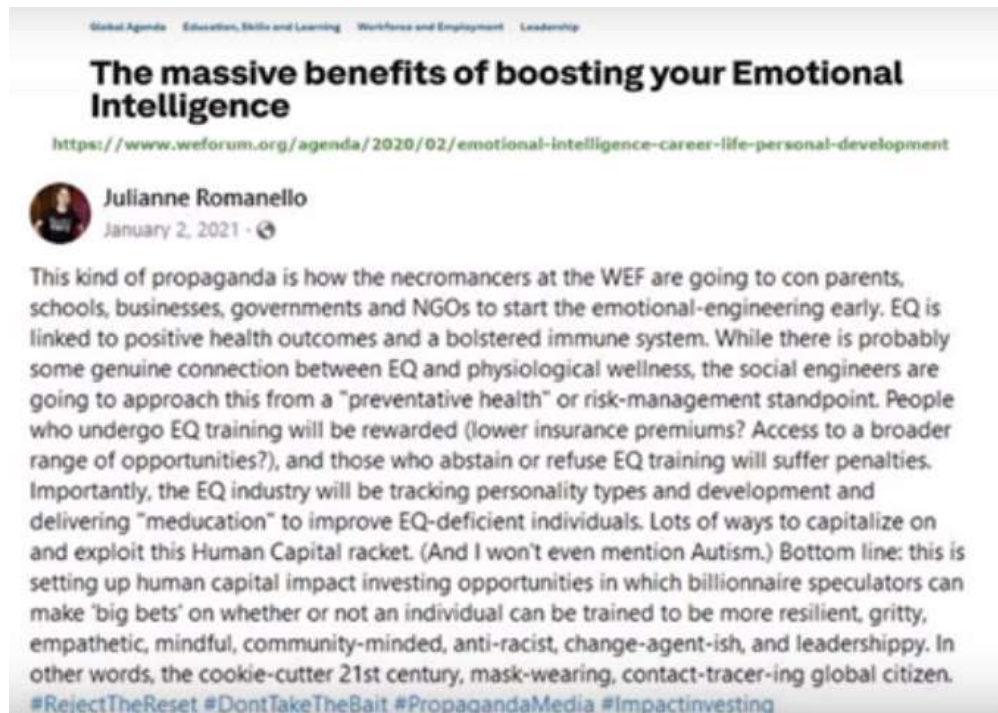
Part 6

<https://utahed.info/sinister-sel-part-6/>



“Learn how students’ soft skills through Social Emotional Learning assessments are being defined, scored, and tracked, leading us toward a social credit system and how this relates to Environmental Social and Corporate Governance (ESG) scores.

In a world where ESG scores will force companies to hire based on emotional intelligence (EQ), those whose SEL scores show that they haven’t bought into government-favored values, attitudes and beliefs need not apply.”



The big biz of spying on little kids – 5/15/2014

<https://www.politico.com/story/2014/05/data-mining-your-children-106676>

<https://archive.ph/lyGrl>



“A POLITICO examination of hundreds of pages of privacy policies, terms of service and district contracts — as well as interviews with dozens of industry and legal experts — finds gaping holes in the protection of children’s privacy. The amount of data being collected is staggering. Ed tech companies of all sizes, from basement startups to global conglomerates, have jumped into the game. The most adept are scooping up as many as 10 million unique data points on each child, each day. That’s orders of magnitude more data than Netflix or Facebook or even Google collect on their users. Students are tracked as they play online games, watch videos, read books, take quizzes and run laps in physical education. The monitoring continues as they work on assignments from home,

with companies logging children's locations, homework schedules, Web browsing habits and, of course, their academic progress.

A report by McKinsey & Co. last year found that expanding the use of data in K-12 schools and colleges could drive at least \$300 billion a year in added economic growth in the U.S. by improving instruction and making education more efficient. Parents, however, are growing increasingly wary — and deeply frustrated. They're finding that it's nearly impossible to find out which companies are collecting data on their children, much less how it's being used. School administrators are often in the dark, too. They don't know which digital tools individual teachers are using in the classroom.

And when they try to ask pointed questions of the ed tech companies they work with directly, they don't always get clear answers. "When you really start digging in... they start getting antsy. It's 'Why are you asking this?'" said Lenny Schad, chief information technology officer for the Houston Independent School District. "This is a problem we can't ignore," Schad said. It is, he said, "the wild, wild West." Knewton CEO Jose Ferreira finds such concerns overblown. When parents protest that they don't want their children data-mined, Ferreira wishes he could ask them why: Is it simply that they don't want a for-profit company to map their kids' minds? If not, why not? "They'd rather the NSA have it?" he asked. "What, you trust the government?" Ferreira said he often hears parents angrily declaring that their children cannot be reduced to data points. "That's not an argument," Ferreira said. "I'm not calling your child a bundle of data. I'm just helping her learn."

Of course Jose acts this way! He's making money collecting the data. Just look at how condescending he is in his comments. He's just helping them learn... Jose can't understand how recording the social-emotional map of a child's mind could lead to a loss of opportunity for a child who grows up to join a workforce that is increasingly concerned with the attitudes of workers. Corporations will be scored and rewarded globally based on the attitudes of their workers and how well their business aligns with the UN SDGs (Sustainable Development Goals). I believe this data will contribute to a future social credit score. Is that an argument Jose? This story came out 8 years ago. How much has the problem grown since then?

"A recent national study found that just 7 percent of the contracts between districts and tech companies handling student data barred the companies from selling it for profit. Few contracts required the companies to delete sensitive data when they were done with it. And just one in four clearly explained why the company needed personal student information in the first place, according to the study, conducted by the Center on Law and Information Policy at Fordham University. "We don't know what these companies are doing with our children's data," said Joel Reidenberg, the Fordham law professor who conducted the study."

"Ed tech insiders will not name bad actors in their industry. But they will say this: It's quite possible to exploit student data — and there can be a great deal of pressure to do so, especially for startups that are giving away their product for free in hopes of gaining a toe-hold in classrooms."

Draper Teacher Resigns over Anti-Parent SEL Indoctrination Content (Second Step)

8/21/2021

<https://www.utahnsagainstcommoncore.com/draper-teacher-resigns-over-anti-parent-sel-indoctrination-content/>

<http://archive.today/NMyJm>



“I have advocated for total transparency of the curriculum for parent review, and an opt-out option for parents who are uncomfortable with the course. Because “Second Step” is a copyrighted program requiring a purchased license to access the content, parents can only review the lessons being taught to their students by going into the district office and having district personnel show it to them. No opt-out option will be offered.”

Please read the rest of his resignation letter at the link. Teachers have no control over the curriculum they teach. This brave teacher wasn't going to damage children to keep his job. Bravo! SEL or social emotional curriculum is designed to be a “woke” Trojan horse that undermines parental morality. The goal is to ensure that students follow the morality set by the designers of the curriculum rather than the morality taught at home. Like this:

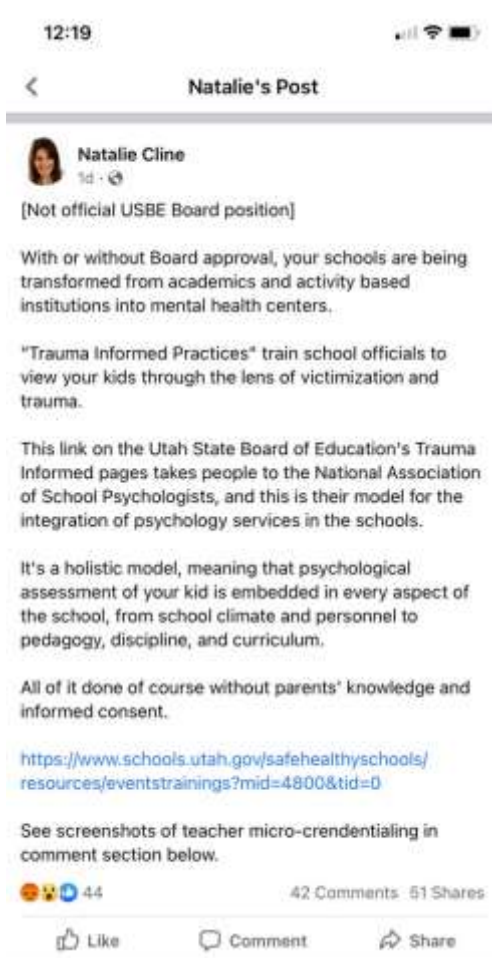
“Concerns across the lesson, video, script, and student handout

1- A discussion about reaching our goals and identifying and planning for “roadblocks” that might keep them from reaching a goal. The lesson gives the following scenario: student has a goal. The student’s parents say that the goal is not an appropriate goal for the student. The lesson asks the students to decide if the parents are an “internal roadblock” or an “external roadblock”. Teaching students that their parents are “roadblocks” is not acceptable. This is anti-family.”

Teachers and Admin Playing Psychologist Facebook post by Natalie Cline USBE 5/28/2022

<https://www.schools.utah.gov/safehealthyschools/resources/eventstrainings?mid=4800&tid=0>

<https://archive.ph/VZVQB>





“Overview

Trauma-sensitive schools recognize that trauma affects students, families, communities, and schools. Many children experience trauma amidst ongoing exposure throughout their early development, such as abuse, neglect, homelessness, or violence. Although not all exposure to trauma leads to difficulty in functioning, research tells us that exposure to trauma and toxic stress can lead to difficulties with learning and behavior. Schools are uniquely positioned to prevent and mitigate the impacts of traumatic exposure on students. Promoting trauma-informed school practices has the greatest potential to positively impact student outcomes, regardless of trauma history. By becoming a trauma-sensitive school, schools can become a protective factor for students’ and increase their social, emotional, and academic skills, while safeguarding the well-being of school personnel who strive to meet the unique needs of all learners.”

Through online coursework via Canvas, the Trauma-Sensitive Schools Professional Development follows a Trauma-Skilled Schools Model (National Dropout Prevention Center, 2018) and is delivered in the following three phases:

- Phase 1: Trauma-Informed Learning Modules
- Phase 2: Trauma-Responsive Learning Modules
- Phase 3: Trauma-Sensitive Schools Implementation and Maintenance Learning

Modules

Utah State Board of Education (USBE) Professional Learning Credit

Participants have the option to earn 0.5 USBE Professional Learning Credit for each phase completed.”

Read that again:

“Although not all exposure to trauma leads to difficulty in functioning, research tells us that exposure to trauma and toxic stress can lead to difficulties with learning and behavior. Schools are uniquely positioned to prevent and mitigate the impacts of traumatic exposure on students. By becoming a trauma-sensitive school, schools can become a protective factor for students’ and increase their social, emotional, and academic skills, while safeguarding the well-being of school personnel who strive to meet the unique needs of all learners.”

Are they joking? The school environment CAUSES trauma in many cases... Now they can provide the illness and the cure. And of course, they reference increasing social and emotional skills. Social-emotional learning will involve children sitting in circles and sharing trauma.

And

“Promoting trauma-informed school practices has the greatest potential to positively impact student outcomes, regardless of trauma history.”

I guess they’ll treat the sick and the well together. Perhaps they mean they plan to reduce the dangers posed by “sick” children which will protect the other students or reduce the potential distractions which will improve learning. Continuing education credit will not make teachers and admin qualified to treat psychological trauma and creating a culture of trauma sensitivity will undoubtedly cause problems where none currently exist. When you look at every student through the trauma lens mental illness will become a self-fulfilling prophecy. The district will get a heck of a deal training teachers to be part-time psychologists. Teachers are typically not even paid well enough to be normal teachers much less certified medical professionals. Notice how the first module is called “trauma-informed” and the second one is “trauma-responsive”. First, they are trained to notice and then do. They will be practicing without a license but they can’t be sued due to laws protecting teachers. Why are they pushing for this?

“Phase 2: Trauma-Responsive Learning Modules

The Trauma-Responsive Learning Modules are a continuation of the Trauma-Informed Learning Modules (Phase 1) and are designed to move participants from a trauma-informed to a trauma-responsive approach.

The Trauma-Responsive Learning Modules are intended to:

Equip all school personnel (classified and certified) with trauma-responsive educational practices; and build capacity for individuals and schools who support students Pre-Kindergarten through Grade 12.

At the completion of this training, participants will recognize the importance of schools as a sanctuary space that is rooted in trusting relationships between students and educators, prioritize proactive behavioral supports over-reactive disciplinary consequences, anticipate and respond to challenging student behaviors with de-escalation techniques, and align trauma-informed practices with other schoolwide initiatives.”

Perhaps as a society we should be helping families make their homes sanctuary spaces instead of unqualified staff employed by government institutions creating “safe spaces”. I think it’s very interesting how the course description explains what conclusion the participants will come to by the end of the course by saying, “participants will recognize” and then goes on to say what educators will prioritize, anticipate, respond to, and align. What if the educator doesn’t agree with the conclusions and actions?

Is that a possibility or does this course guarantee agreement of the educator with the policies and curriculum? This philosophy aligns with the way the public school treats students. They tell students what questions are important and what the one right answer is no matter what the subject is. I understand some children live in broken homes and deal with trauma. School is not the place to deal with trauma! “Other schoolwide initiatives” is code for race and gender “equity” oriented curriculum. This will also dovetail nicely with CRE (Conflict Resolution Education) and restorative programs that consider standard disciplinary measures (zero tolerance) racist.

“Phase 3: Trauma-Sensitive Schools Implementation and Maintenance Learning Modules Phase 3 is designed specifically for local education agency (LEA) leaders and building administrators. The purpose of this training is to assist administrators who want to move towards implementing practices that foster a trauma-sensitive school environment. This training is designed to give administrators the tools, knowledge, and framework necessary to move towards a sustainable, systemic approach for trauma-sensitive school practices.”

Is there a course administration can take? Of course! They must have everyone on board.

NASP (National Association of School Psychologists) is providing curriculum for teacher training.

<https://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare>

<https://archive.ph/XcuAa>



“PREPaRE trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams. PREPaRE is the only comprehensive, nationally available training curriculum developed by educators (each of whom have firsthand school crisis response experience and formal training) for educators. The curriculum is based on the following assumptions:

The skill sets of school-based professionals are best utilized when they are embedded within a multidisciplinary team that engages in crisis prevention, protection, mitigation, response, and recovery. School crisis management is relatively unique and, as such, requires its own model. By virtue of their professional training and job functions, school-employed mental health professionals are best prepared to address the mental health issues associated with school crises.”

So this curriculum was developed by educators for educators but then it goes on to say that school-employed mental health professionals are best prepared to address mental health issues? So everyone is trained to seek out all of the children in the school who have trauma issues and feed them to a few psychologists in the district? Why train teachers to act through “trauma-informed practices” if they aren’t mental health professionals? They want the entire culture to be focused on something only specialized mental health professionals (licensed psychologists) should be dealing with.

“Specifically, the PREPaRE model emphasizes that members of a school crisis response teams must be involved in the following hierarchical and sequential set of activities:

- P—Prevent and prepare for crises**
- R—Reaffirm physical health & welfare, and perceptions of safety & security**
- E—Evaluate psychological trauma risk**
- P—Provide interventions**
- a—and**
- R—Respond to mental health needs**
- E—Examine the effectiveness of crisis preparedness**

The model incorporates foundational documents provided by the U.S. Departments of Education (2013, 2019) and Homeland Security (2008). Specifically, the PREPaRE model describes crisis response team activities as occurring during the five mission phases of a crisis: (a) prevention (b) protection, (c) mitigation, (d) response, and (e) recovery. It also incorporates the U.S. Department of Education’s Readiness and Emergency Management for Schools (REMS) guidance, and the Incident Command System (ICS) as delineated by the National Incident Management System (NIMS) from the Federal Emergency Management Agency (FEMA). The empirical foundations for PREPaRE are detailed in *School Crisis Prevention and Intervention: The PREPaRE Model (2nd ed.; Brock et al., 2016).*”

Interestingly, they focus on the perception of safety and security. Educators are tasked with evaluating trauma risk but they aren’t licensed to do that. Schools shouldn’t be able to simply add a curriculum like this without district approval. Any teacher that is trained in this will be employing the methods taught in the curriculum. What a great way to circumvent parents’ awareness. This is a big problem! Perhaps we should train the people at the DMV or post office to diagnose your trauma issues. Teachers should teach and doctors should diagnose and treat mental conditions with full parental consent. It’s pretty simple.

How can any parent dismiss this once they are aware of it? I wrote earlier about how school is trying to become a one-stop shop for every need a child might have. We’re headed to a place where the net impact of school converts your parental rights and responsibilities into those of a helper (stakeholder). This is a section of text taken from our local elementary school handbook. Just read the first line of the last paragraph. You are an effective school partner. Does the school system understand expectations and consequences when they screw up? Sending your children to public school is joint custody!


Consequences for not following school rules or procedures may include any of the following:

- Explanation of the rules
- Student contract
- Out-of-school suspension
- Teacher or principal interview
- After-school detention
- Expulsion
- Loss of privileges
- In-school suspension

Parents are important and effective school partners to help students understand expectations and consequences. We will work to inform you in a timely manner when there is a problem at school and to deal with it positively. We want you to be able to work with your child early and prevent serious problems or patterns.

So what's the big deal? Teachers and schools are just trying to help children deal with trauma and improve their social-emotional skill set...

Facebook post by Dr. Gary Thompson – 5/28/2022

 **Utahns Against Common Core** · 7h · 🌐

Dear Lawmakers & State School Board Members:

It's really not rocket science to follow this advice. Unless, of course, it's your goal to harm children and place them in positions of possible grooming by school teachers, unlicensed school "counselors", nurses, and the lunch room lady.

Do not provide psychological counseling for my girls...

Do not give them Psychology based "questionnaires"....

Do not inquire about about my girls sexuality or gender.....

Do not "counsel" my girls of color on the "proper" way for black folks to think, act, vote.....

If you are feeling really good? How about the added bonus of not administering a state wide test that every psychometrician and clinical psychologist in America knows is the biggest Jedi Psychological Mind Trick ever devised by us (SAGE, etc).....but won't speak out because we saw what you did to our medical doctor colleagues who dared to ask questions....

Best regards;

Dr. Gary Thompson

**Dear Teachers,
Unless you are a PHD Psychologist or Psychiatrist, you are NOT qualified to treat or advise children how to deal with anything that remotely relates to psychological issues. The best you can do is alert the parents, allowing them to seek the right level of professional care. Teach whatever subject you are qualified to teach and do it well. Beyond that, stay the hell out of your student's psyche, a place you are not qualified to teach, evaluate, or counsel.
And lastly, even if you are a qualified MD, you better not treat a minor without parental consent unless it is an immediate, dire emergency and the parent cannot be reached. I find it amazing trained MDs need more permission than teachers.**

School district says Lehi teacher no longer employed after comments to students - 8/17/2021

<https://www.fox13now.com/news/local-news/lehi-teacher-on-leave-under-investigation-after-video-shows-political-statements-in-class>

<https://www.youtube.com/watch?v=jzT59J-l7cs>
<http://archive.today/4VSC3>



This story shows an individual teacher in the classroom of our local high school calling parents dumb and ranting about a variety of topics. She really believes that is HER classroom, not the taxpayers'. She's gushing contempt for parents and any student who disagrees with her. She's no longer teaching in the district which is great. However, how long has she had access to and responsibility for young minds? How many other teachers haven't been outed for doing the same thing?

Florida School District Accused Of Instructing Staff To Hide Student "Gender Transitions" From Parents – 5/31/2022

<https://www.zerohedge.com/political/florida-school-district-accused-instructing-staff-hide-student-gender-transitions-parents>

<https://archive.ph/BXfWu>



“Broward County (Florida) Public Schools’ district has been accused by a parents advocacy group of instructing staff to promote transgenderism to children, and then to hide from parents any requests students have to ‘transition’. The Parents Defending Education group points to a document that the school distributed to teachers called the “Broward County Public Schools LGBTQ Critical Support Guide”.”

“The manual states that for children in grades 6 through 12 grades before notifying “any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, IF ANY, the parent(s) or guardian will be involved in the process and must carefully consider the health, well-being and safety of the transitioning student.”

The document also states that teachers and officials should use a “Gender Support and Transition Planning Guide” to determine “when and how this [transition] is communicated to students and their parent(s)/guardian.” It also outlines that staff must not use gendered terms like ‘girls and boys’, and must use preferred pronouns and “affirmed first name[s],” which will be entered into the District’s Student Information System.

The document also says that students identifying as the opposite gender will “have access to the restroom that corresponds to their gender identity asserted at school,” and that on field trips “[i]f students are to be separated based on gender, the transgender student should be allowed to room with peers that match their gender identity.” The guide also claims that “The expression of transgender identity, or any other form of

gender-expansive behavior, is a healthy, appropriate and typical aspect of human development.” In a statement, Parents Defending Education asserted that:

“Broward County school officials must not be aware that gender dysphoria is listed in the DSM-5 since they have declared in an official and public document that the expression of transgender identity is healthy, appropriate and typical. Add to that their recommendation that children transition over the summer and their promise to deceive parents, and their position is indefensible and flies in the face of the promise to do no harm.”

“Transgender students have the right to discuss and express their gender identity and expression openly and to decide when, with whom and how much to share private information, including with parent(s)/guardian. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical or transition-related information about the student. Broward County Public Schools follow federal laws, including The Family Educational Rights and Privacy Act (FERPA).

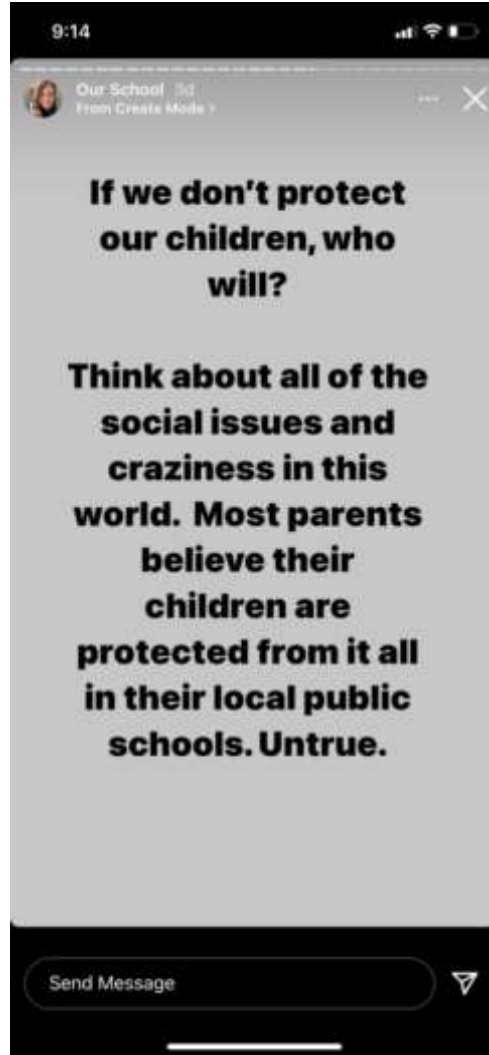
School leadership and/or staff shall not “out” a child (Sterling v. Borough of Minersville, 232 F.3d. 190,196 n.4 3d Cir. 2000), EVEN TO THEIR OWN PARENT(S)/GUARDIAN. This could endanger both the psychological and physical safety of a child. When contacting the parent(s)/guardian, school staff should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student has specified otherwise.”

What could go wrong with boys claiming to be girls being let in the girls' quarters during field trips? The school has no right to withhold any information from the child’s parent(s). The parent pays their salaries! This is another example of the school undermining the role of parents.

Red Barn Farm

Screenshots from February 2022

The Red Barn Farm is an Instagram account run by a 20+ year veteran school teacher. She is so sick of the system that she is building her own school on her large property. Children are being hurt every day the system is allowed to operate. Some good teachers are standing up for the kids and it's wonderful to see!

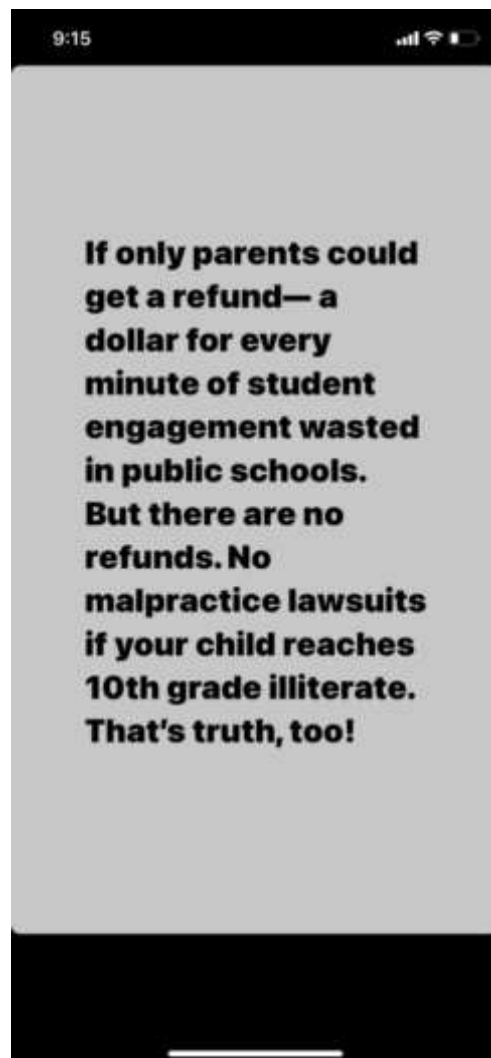
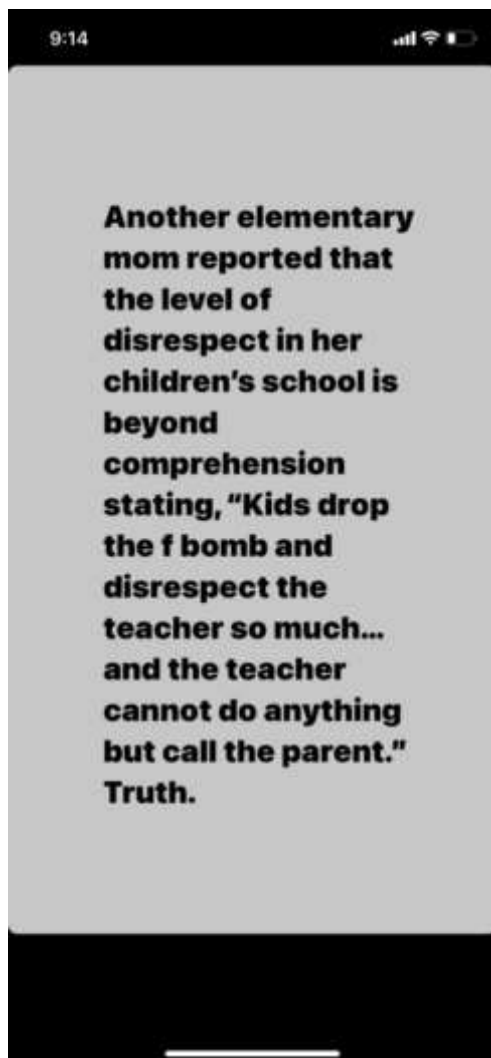


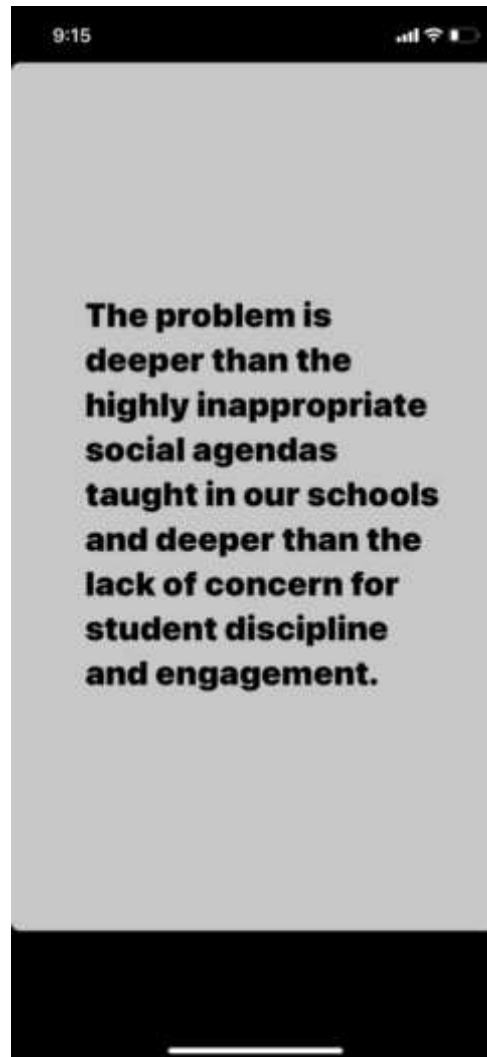
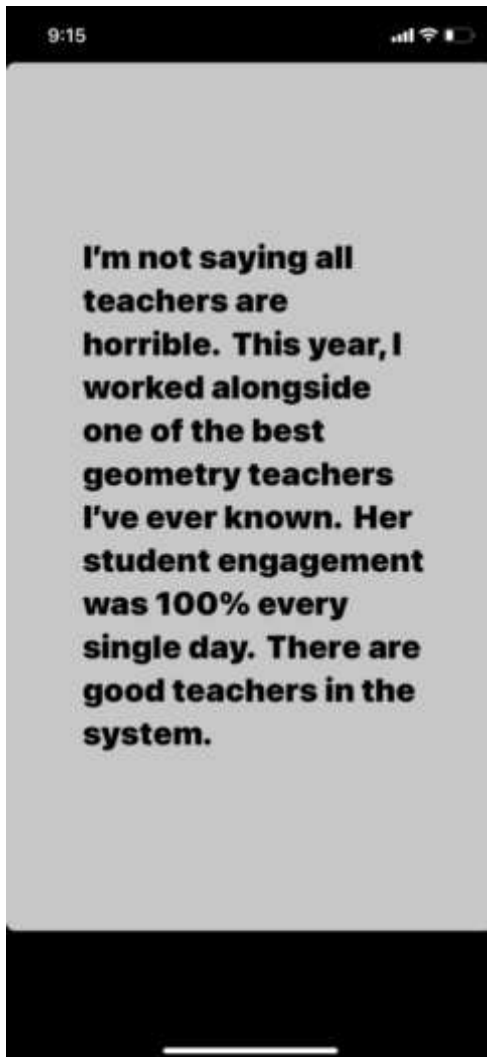
9:14

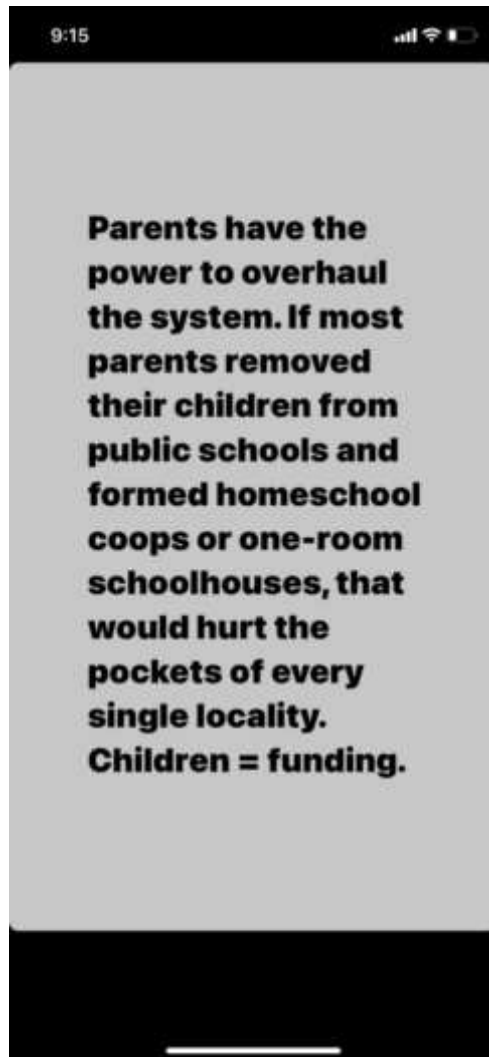
This week I heard a teacher teaching her students about gender identification. Let me be the first to tell you this is NOT a Virginia Standard of Learning. Furthermore, if our new buzz word is "follow the science", then let's certainly apply science to gender identification: the XX and XY chromosomes.

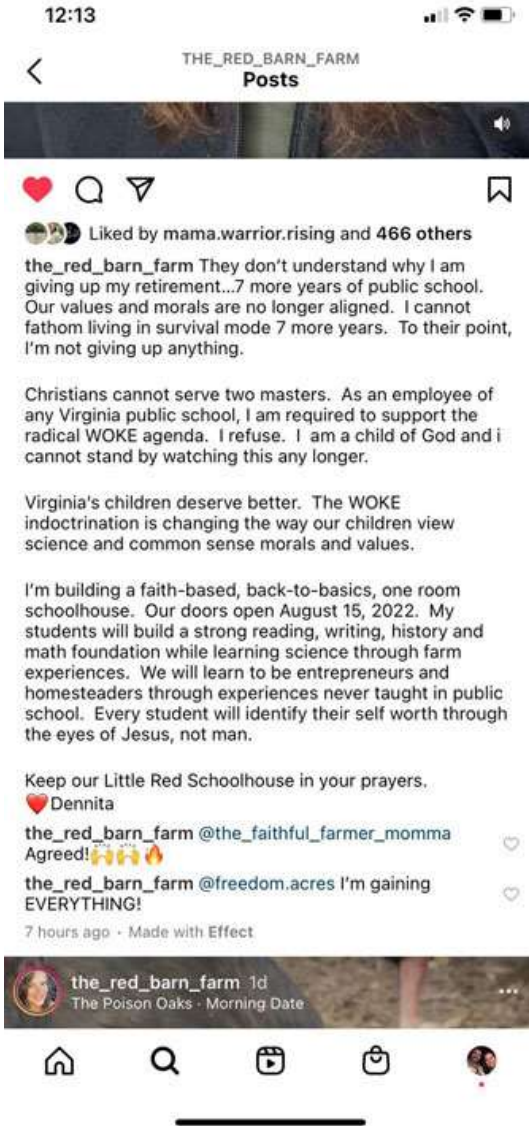
9:14

And if that doesn't alarm you a local elementary school student told me about a book he saw his school library with "naked bodies." We know this is truth. Books like this are all over Virginia schools, and parents are OUTRAGED!



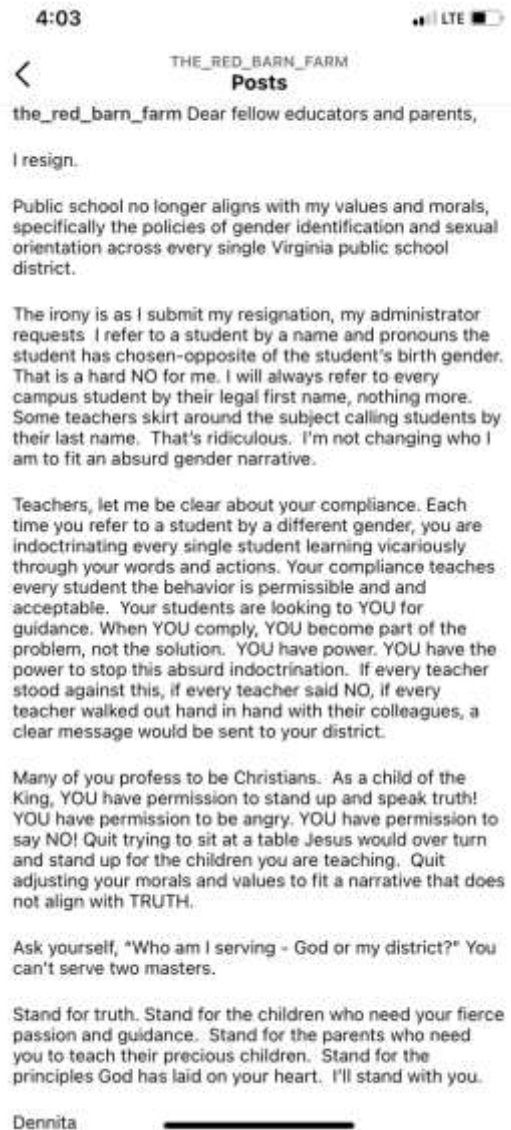






She is giving up her retirement to avoid supporting the public school system in Virginia. She loves teaching enough to start her own school so this isn't about teacher burn out. This is system burn out!

Red Barn Farm Update – 4/26/2022



Biden Admin: K-12 Schools Must Put Boys In Girls' Bathrooms To Get Federal Lunch Money – 5/25/2022

https://thefederalist.com/2022/05/25/biden-admin-k-12-schools-must-put-boys-in-girls-bathrooms-to-get-federal-lunch-money/?fbclid=IwAR2Jg3CH4t_fcSSzRChTozlfA-SOPPI3OsLvBhZfVRkkq86kMgxaC3T2LyQ

<https://archive.ph/RcTYQ>



“K-12 schools must allow boys into girls’ private areas to obtain federal funds for lunches, breakfasts, and snacks, the Biden administration announced this month. A U.S. Department of Education spokesman told The Federalist the Biden administration’s press releases from several agencies announcing this policy will be followed by formal rulemaking in June. “It seems to be playing politics with feeding poor kids, which is really unfortunate,” John Elcesser, executive director of the Indiana Non-Public Education Association, said via phone amid weeks of attempting to sort out these new demands

with government officials on behalf of private schools in his state. “Because if a school feels like they cannot participate because it’s in conflict with their mission or values, if a religious exemption is not granted, you’re taking away a program that’s feeding low-income kids.” Before many schools shut down in response to Covid-19, the National School Lunch Program fed nearly 30 million kids every school day, in approximately 100,000 public and private schools and residential care facilities.

Under this new demand, establishments that accept any federal food funding, including food stamps, must also allow males who claim to be female to access female private spaces, such as showers, bathrooms, and sleeping areas. Such organizations must also follow protocols such as requiring staff to use inaccurate pronouns to describe transgender people and allowing male staff to dress as women while on the job.

Religious institutions, however, qualify for a waiver exempting them from these requirements, said Alliance Defending Freedom Senior Counsel Greg Baylor in an interview Monday. According to the 1972 Title IX law, he said, religious institutions don’t have to file any paperwork to be exempt, although they can if they wish. Baylor noted, however, that publicly affirming a commitment to sexual reality by seeking an exemption acknowledgment from federal agencies may assist extremist pressure campaigns.

The activist group Human Rights Campaign’s blueprint for the Biden administration pushed for narrowing religious exemptions for multiple federal regulations and for the administration to “out” individuals and institutions who request such exemptions. The Biden administration appears to be following that blueprint closely. According to Elcesser, USDA officials are telling schools to file paperwork to be exempt, although the Title IX law says that’s an option but not required. The USDA confirmed that to The Federalist Tuesday with this emailed statement: “Organizations may request a religious exemption by submitting a written declaration to the Secretary of Agriculture identifying the provisions that conflict with a specific tenet of the religious organization.” Government schools can receive no exemption. At best, parents and taxpayers can urge school districts to not comply while inevitable lawsuits over the Biden administration’s interpretation work through courts for years.”

“Given that Biden holds the presidency for more than two more years, all this means that American children who don’t attend Christian schools will be subject to social chaos at school for a long time, atop lockdowns that have already deeply damaged their learning trajectories. Remedies include withdrawing children from public schools, school boards refusing to follow regulations that are not legally binding until all court challenges are resolved, schools refusing to accept federal funding that comes at such a high cost, and state legislatures and Congress passing new laws to limit and undo the disastrous Bostock decision.

“The uncertainty is really unfortunate, and what we need are courageous parents who share their views with school administrators and school boards. We need courageous school administrators and school boards to do the right thing and push back on this interpretation of Title IX, because there are real harms to kids as a consequence,” Baylor said.”

Here is a screen shot of the story above. You'll notice "announced" is a hyper link. Yesterday 5/28/2022 it took me to the press release. Today I tried the link and I get a forbidden message on the FDA web site. The cowards pulled the page down or moved it for some reason.

K- 12 schools must allow boys into girls' private areas to obtain federal funds for lunches, breakfasts, and snacks, the Biden administration [announced](#) this month. A U.S. Department of Education spokesman told The Federalist the Biden administration's press releases from

Wayback machine to the rescue... You can read the press release here:

<https://web.archive.org/web/20220526163910/https://www.fns.usda.gov/news-item/usda-0100.22>



“Historically, the LGBTQI+ community has faced striking economic and social disparities, such as higher rates of poverty, unemployment and nutrition insecurity. For example, according to the U.S. Census Bureau’s Household Pulse Survey, more than 13% of LGBTQ respondents lived in a household that experienced food insecurity, compared to 7.2% of non-LGBTQ adult respondents. This survey also found food insufficiency – not always having enough food to eat – to be three times as common among transgender individuals (nearly 24% of respondents) as compared to cisgender individuals (8.3% of respondents).

“Whether you are grocery shopping, standing in line at the school cafeteria, or picking up food from a food bank, you should be able to do so without fear of discrimination,” said Food, Nutrition, and Consumer Services Deputy Under Secretary Stacy Dean. “No one should be denied access to nutritious food simply because of who they are or how they identify.”

Today’s notice further affirms USDA’s efforts to dismantle barriers that historically underserved communities have faced in accessing its programs and services. This action protects the civil rights of LGBTQI+ people while complementing USDA’s ongoing efforts to advance equity and access in its nutrition programming. For more information on USDA’s equity efforts, visit usda.gov/equity.”

They wrote this press release as if they are saving LGBTQ people from food insecurity. I’ve never read or heard about an LGBTQ person being kicked out of the lunch line at a public school. Essentially the FDA is saying if you want lunch money then schools will ensure (investigate discrimination) anyone can use girls' dressing rooms and rest rooms and everyone will use the correct pronouns. Nobody is purposely trying to starve LGBTQ people. If a school refused to play their game they may be creating food insecurity for LGBTQ students.

So they will be punishing a gay or trans person because their school won’t force female students to tolerate boys being in their dressing rooms and rest rooms. Another problem this illustrates is that when schools or states accept federal money they are beholden to federal mandates. Schools will never be locally run as long as federal dollars are involved. It’s going to be sad to

see schools comply for years during the legal wrangling that will follow this directive. Some schools want this so they don't have to take the blame from angry parents for instigating these rules on their own. In the meantime who cares if girls are attacked by boys in the bathroom right? I have a great idea to avoid this. Homeschool...

Text conversation with my Father - 2/12/22

The following is a text conversation between my father and I about a situation that occurred in a CT school recently. It gave me a chance to explain my reasoning for researching educational topics.

S: Look at this insanity.

<https://www.dailymail.co.uk/news/article-10497029/School-calls-assignment-comparing-pizza-toppings-sex-acts-mistake.html>

<http://archive.today/3jsCD>



S: The district response was pretty sad too.

S: The health and pe director said

"The incorrect version, as opposed to the revised version of this assignment was mistakenly posted on our Grade 8 curriculum page."

The district superintendent said

"There was no secret cabal to indoctrinate kids on something,' he said. 'They sent the wrong document. And I'm not going to perpetuate this story any longer on their behalf."

The super sounded pretty condescending basically calling parents conspiracy nuts. They uploaded the wrong document? How was it in the list of approved curricula to choose from at all? They have inappropriate and appropriate documents in the same place lol Ya ok... That super has a BA in BS. Dude, they pay you \$180k per year to take responsibility, not tell parents to get over it. If I "accidentally" sent his kids something inappropriate could I just call it a mistake and tell him to move on? He might even call the police if I did that.

D: Super disappointing

D: How, where, and why do you find this stuff? I guess I'm just grateful it was not our kids. Probably best to simply focus on providing inspired education for your own children

S: What a great question.



D: I just like to focus on the things that we can control and improve. There is plenty of horror out there

S: That makes sense to me 🙌📱

S: How and where: (wife) saw this particular story on an Instagram feed she follows and then I searched for it online to verify it was real. Lots of parents are standing up to this garbage and being vocal about it so it's pretty easy to hear about it. Education just happens to be a big priority for people of our age raising kids so that might be a big part of it. The big story of the week was a local 12-year-old who ended his life due to school bullies. A lot of Moms shared the story this week and lots of discussion about how to fix it. The incidents in our district continue to rise year over year according to official stats. They also admit it is still an under-reported stat.

D: Very sad and very motivating

S: Why: Part of my job is to help educate my kids. Since that is a big focus of mine I better know something about it so I spend quite a bit of time reading about it. Sometimes I read about great ideas and teachers. Since my children have friends in public school it's helpful for me to understand what they are doing. Another reason why I care is because I help pay these people with my property and federal taxes. If an employee of mine isn't doing their job or even worse damaging something I'm going to notice. We're all paying a price for failures in education. My last reason why is that I'm writing a book about education. I'm at around 100 pages right now. I write when I feel like it. I'm not in a rush.

D: Very few things are as important as gaining and applying knowledge

S: My #1 goal is my children but I believe I can do that while I try and change hearts and minds outside my home. As a side benefit, I know more about a subject that impacts my family. I think of my impact on the world in percentages rather than impact or no impact. I can't control the system but I think I can change the perspective of a few people. If I can do that I'll be happy 😊

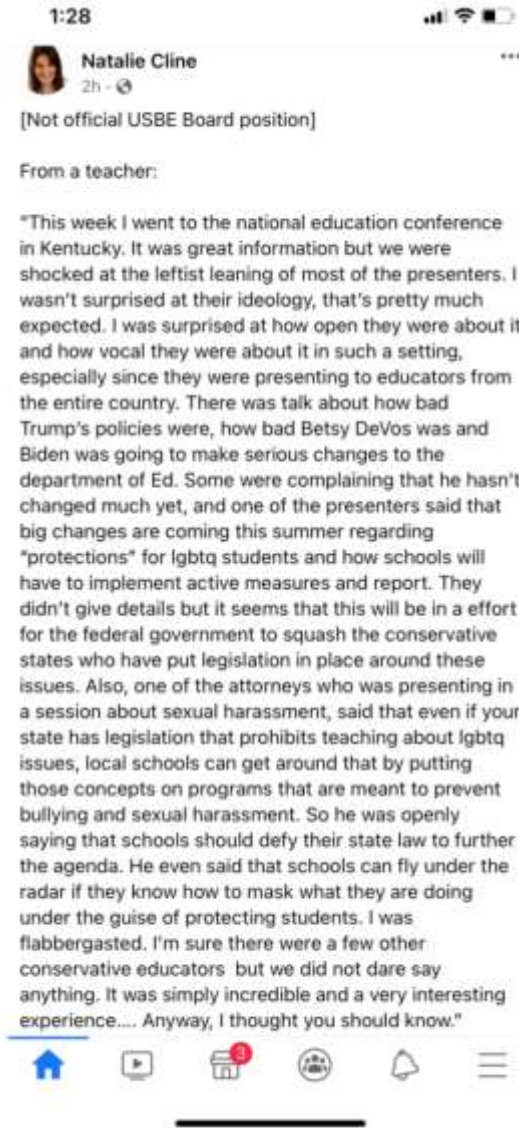
D: I hope you are successful

S: Imagine George Washington contemplating his ability to control the war with such great things to overcome. He should have failed. What if he decided it was too much so he declined to lead?

S: I'm certainly not on his level but I see it as a good example.

S: I appreciate your support of my success 😊

4/29/2022 – Facebook post about how the feds plan to circumvent state legislation against teaching LGBTQ curriculum.



“Schools can fly under the radar if they know how to mask what they are doing under the guise of protecting children.”

“I’m sure there were a few other conservative educators but we did not dare say anything.”

WHY NOT? Perpetrating whatever you’re told to is why you’re in this mess. Teachers need to stand up and parents need to back them up or more people should leave the system.

Hard Core Pornography for Utah College Credit?

<https://catalog.westminstercollege.edu/current/undergraduate/courses/film.html>

<https://archive.ph/3BBqW>



FILM-2045: Commercial Film Production (Credits: 4) ▼

WESTMINSTER COLLEGE APPLY ▼ VISIT REQUEST INFO GIVE INFO FOR ▼ Search Westminster

ABOUT ▼ / ACADEMICS ▼ / ADMISSIONS ▼ / FINANCIAL AID AND TUITION ▼ / STUDENT LIFE ▼

FILM-220: Transnational Cinema (Credits: 4) ▼

FILM-300: Special Topics in Film (Credits: 1 to 4) ▼

FILM-300O: Porn (Credits: 2) ▲

Hard core pornography is as American as apple pie and more popular than Sunday night football. Our approach to this billion-dollar industry is as both a cultural phenomenon that reflects and reinforces sexual inequalities (but holds the potential to challenge sexual and gender norms) and as an art form that requires serious contemplation. We will watch pornographic films together and discuss the sexualization of race, class, and gender and as an experimental, radical art form.

FILM-300Z: Horror Films (Credits: 2) ▼

FILM-310: Humans, Monsters and Things In-Between (Credits: 4) ▼

FILM-320: Seeing Time: Science/Fiction & Film (Credits: 4) ▼

*Screen shot taken 4/20/2022. It may be pulled off the site by the time you read this;) Edit 4/21/2022 – It was scrubbed today. Read more about it below.

“But this “accredited course” is being taught to adults in higher education and it’s a private university so it contributes nothing to your argument that we need to remove our kids from public school.”

I disagree. Without 13 years of race, class, and gender propaganda taught and modeled in the public school environment and the society at large a course description like this may not be quite as appealing. When a course description appeals to a student’s pre-primed sense of social justice it becomes socially and morally acceptable to watch and even study pornography. This course is evidence of the moral decay taking place in public and even private education. A course like this helps blur the lines between right and wrong. The moral gray area in students’ gray matter is getting larger by the day.

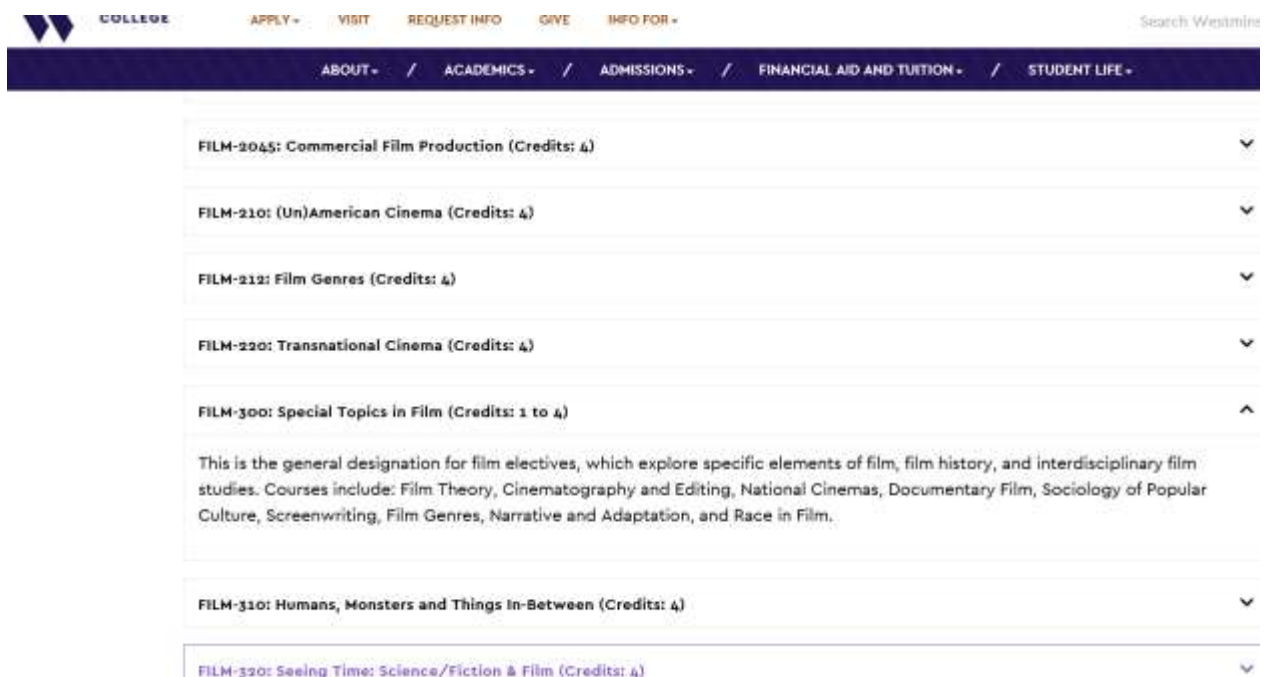
The course description says porn reinforces sexual inequalities which I assume means perceived inequalities between men and women (the patriarchy) but not a word about how porn supports the sexual slavery of girls, boys, women, and men and may even lead to addiction to porn of the same groups. Then the last line treats it as an “art appreciation” course. Let’s celebrate porn! What’s next, a class on the fundamentals of heroin use? Do the professors and

admin at this university assume there is no risk involved here or that it's worth the risk? Imagine the professor bragging to her friends about how she shows hard core porn to students and gets paid for it! And you'll see from the next story about the new sex curriculum in New Jersey that children are sexualized by the public system long before it's time for university. The civilization-degrading work in question is a multi-decade project. Read the next story and watch the Amaze video called "Is it normal to watch porn?" Amaze is a YouTube channel referred to several times in the new curriculum. Spoiler, it tells kids that watching porn is normal.

Westminster College teaches adults but they are mostly brand-new adults without a fully functioning moral compass or much life experience. These "adults" are baby lambs in a forest full of wolves. They've been led to believe professors are the oracles of education. There's no chance their professor is a scumbag or that there may be an extra agenda other than classic education at play in the lecture hall. How did children grow into young adults without a functioning moral compass? School isn't the only reason but it's often one of the most powerful forces in malforming the mental, emotional, physical, and spiritual faculties of young people. Don't take my word for it, read the rest of this paper for the evidence. Showing evidence to support that statement is one of the prime reasons I wrote this research paper.

Update – 4/21/2022

Guess what? They scrubbed the site after a Utah news agency and a national influencer exposed this story. This is why I immediately archive anything I find. Sometimes when light exposes the roaches they scatter and nobody knew they were there. I think they're still going to teach the subject matter but they certainly won't tell the world about it. Removing this the day after the story breaks looks even more damning! I emailed my Father a link about this story yesterday and he replied, "But who will have ears to hear or eyes to see the truth?" After the story broke and more people saw what was going on there was a lot of outcry in the comments but there were plenty of people wondering what the big deal is. I'll bet there was some pressure applied to the university to remove it or at least not brag about it. Perhaps a wealthy donor made a call to the dean. This is heartening because many people do seem to have ears to hear and eyes to see. I don't think this research document will fall on deaf ears. It reassures me that I'm not crazy and I'm not wasting my time. This message is for you, dear reader. Compare the original screen shot above with the screenshot I took tonight:



The evidence is in the Wayback Machine as well. The WM is a great resource to find scrubbed links. It isn't perfect but it has helped me a few times.

<https://web.archive.org/web/20220420082942/https://catalog.westminstercollege.edu/current/undergraduate/courses/film.html>



UPDATE 2 – 4/21/2022

Westminster College standing by plans to offer elective pornography studies class despite social media onslaught – 4/21/2022

<https://www.deseret.com/utah/2022/4/21/23035892/westminster-college-pornography-class-social-media-controversy-candace-owens>

<https://archive.ph/SfqZm>



In my last update, I wrote “I think they’re still going to teach the subject matter but they certainly won’t tell the world about it.” I was right and wrong. It turns out they are still planning to offer the course but the comments from the school and professor teaching the course show an attitude of “what’s the big deal” and “we’re proud to stand for academic freedom.” My only question is why did they remove the hard core porn description from their web site the day after the story gained attention? Below I’ve written commentary about several comments made by the chief marketing officer at Westminster and the professor teaching the course.

“We have no intention to back away from offering this class. By and large, the campus community is supportive of that academic freedom and Westminster’s commitment to talking about tough subjects,” said Westminster College’s chief marketing officer Sheila Yorkin on Thursday.”

Supporting academic freedom and a commitment to talking about tough subjects sounds a little self-aggrandizing. They’re not just educators they are freedom fighters! The course description reads as follows:

“Our approach to this billion-dollar industry is as both a cultural phenomenon that reflects and reinforces sexual inequalities (but holds the potential to challenge sexual and gender norms) and as an art form that requires serious contemplation.”

Studying porn as an art form that requires serious contemplation isn't brave, it's stupid. No, I'm not clutching my pearls I'm saying that offering a class like this removes the carefully curated perception that university learning is rigorous, credible, or even useful. Even if I had no issue with pornography I would call this out as fluff education. Combining race, gender, and class indoctrination with porn makes it a useful indoctrination tool for higher education. As I read through the comments on the news I don't even see anyone bringing this up. This is much worse than just watching porn.

“Westminster is a private, nonprofit, accredited and comprehensive liberal arts college in Salt Lake City. The college has experienced an onslaught of social media attention, phone calls and even doxxing of some staff since conservative influencer, talk show

host, political commentator and activist Candace Owens tweeted about the course earlier this week. **“I thought this was a joke — it isn’t. This is a pornography class that you can enroll in at Westminster College in Salt Lake City. The class description reads that porn is as American as apple pie and students will watch pornographic films together and discuss sex as an art form,” she tweeted to her 3 million Twitter followers.”**

“Yorkin said the two-credit elective will be taught by a “well-trained, published Ph.D. who’s taught classes like this and similar to this and subject matter along these lines. She has lots of measures in place if students are feeling either uncomfortable or whatever the case may be to leave the room and there’s no academic punishment for that. So she’s really aware of the sensitive nature of it and she’s a professional.” Presently, 14 students over the age of 18 have enrolled in the class, which will include viewing film, reading, analysis, conversation and “looking at it from all points of view,” Yorkin said.”

She’s well-trained? Dogs are trained, and people are educated. The fact that she is a published Ph.D. says nothing about her morals or intentions. Student comfort seems to be a prime concern here. As long as the students feel safe everything is just great I guess. A chief marketing officer for a university should probably avoid using the word “really” to emphasize how aware the professor is. Reading her statement makes me want to guess her age. Pointing out that a Ph.D. is also a professional is slightly redundant but I understand she’s trying to set a narrative. Can you imagine a real professional telling you they’re a professional to set your mind at ease? It would cause me to laugh out loud. Maybe she’s a Westminster alumnu.

“Some have expressed concerns that children are being exposed to pornography or that Westminster students are forced to take the class. Neither is true, she said.”

You’re kidding, right? Nobody expressed concerns about these two things. This is a strawman narrative designed to make the school seem like it has moral standing.

“You could graduate Westminster College without ever seeing me and we’re a tiny campus. No one’s forced to take any class with me,” she said. Clearly, the class is not for everyone and the content is heavy as the class explores topics such as rape fantasies and violent pornography, she said. One of Torres’ goals is to create a safe space for students to study pornography as a group and have classroom discussions.”

Do you want to create a safe place for students to study media depicting rape fantasies and violent pornography? That sounds pretty awful actually. When they say hard core they mean it. This isn’t just videos of people engaging in sex, it’s violent sex. If they stand behind academic freedom would they provide a safe space for students to study pedophilia or racism as an art form?

“I tell the students, ‘If it’s too much, you can tap out. You can walk out. You don’t have to tell me anything about it, it’s perfectly OK.’ You know, in the past, I’ve never had a student walk out from any of these discussions,” she said.”

“But academics in many disciplines have been studying porn “for a really, really long time in many different ways,” Torres said. That the class struck a nerve at this juncture was somewhat surprising but “it’s an odd time to be teaching sex studies, critical race theory. It’s never been a good time, but it’s definitely a little bit more volatile than in the recent past.”

Just because academics have studied porn says nothing about the context of the historical studies. These academics could have studied the damaging effects of porn which is far from appreciating it as an art form. Just because other academics have studied the topic doesn’t mean it has educational value for typical students unless we widen what educational value means. The university surely must prioritize what classes have the most educational value and square that against the needs of the student and the goals of the university.

Are there more important lessons to be learned in a four-year program than pornographic art appreciation? The professor is surprised the class struck a nerve? How disconnected from reality is the ivory tower of higher education these days? Rather than refer to it as an ivory tower perhaps I should refer to it as a modern Tower of Babel. Perhaps one day professors like this will be looking for work because the university isn’t offering a product people want. Universities, even non-profit universities need customers in order to keep paying their professors.

“The course is not really a course about just sitting down and watching porn and then going home, right? That’s not what we ever do. There are some active conversations and so we’re looking at the history of the representation of pornography on film. As soon as the human animal creates a new technology, we put sex in it. ... And so that’s pretty much the focus of thinking about how pornography has developed alongside technology,” she explained.”

Nobody thinks that. What other animal besides the “human animal” creates technology? Is this professor code for “I’m a follower of evolution and therefore I’m smarter than you?” She’s making this class sound like it’s a study of technology with a side of porn. I think it’s pretty obvious that from the day film was invented someone would create porn and then it would be perpetuated through each technological advance. Why would I need a college class to study that?

“Torres said the Westminster College community includes students and faculty with diverse backgrounds and points of view. Torres grew up in the Catholic Church and comes from a conservative family, and she respects a wide array of perspectives, she said.”

What does this have to do with anything? She “grew up in” and “comes from” means she likely left her faith behind but that’s just a guess on my part of course. I just find it interesting that she carefully phrased it in this way. Judas was a Christian as well but it turns out that meant nothing. I think she’s using her faith to virtue signal her acceptance of just about anything. Is the inference here, if you’re judging this class you’re closed-minded?

We should all be more open-minded to paying for our students to go to a school that provides them with safe spaces to watch rape fantasies and violent porn and to appreciate it as art? Are we expected to trust this professor to use porn as a tool to teach our children about their white privilege, and our sons how sexist they are, and challenge both of their ideas on gender norms. Since children have been bathed in race and gender study since kindergarten they’ll accept it as readily as Mother’s milk.

“Torres said the controversy will likely be short-lived. “I’m sure it will die down soon and by the time the class starts, people would have forgotten about it. Well, is that the hope,” she said. The content is not new, nor is teaching about pornography on college campuses, Torres said. “I mean, there’s an academic journal called Porn Studies. It’s old news,” she said.”

What a great insight into the mind of this professor. I would guess she isn’t the only one. This brazen attitude shows how confident she is that parents, students, and alumni won’t even try to stop this. I want parents to pay attention and protect their young adults by challenging things like this. Universities should not be esteemed until and unless they earn it.

NJ first-graders to learn about gender identity in new sex-ed lessons – 4/8/2022

<https://nypost.com/2022/04/08/nj-kids-to-learn-about-gender-identity-under-sex-ed-curriculum/>

<https://archive.ph/nlopF>



“Planned sex education lessons for first-graders in New Jersey will include discussions of gender identity — outraging some parents and Republican politicians including potential presidential candidate and former Gov. Chris Christie. A 30-minute lesson called “Pink, Blue and Purple” aims to teach the 6-year-olds to define “gender, gender identity and gender role stereotypes,” Fox News reported Friday. It also includes instructions for teachers to tell students that their gender identity is up to them, according to materials reportedly distributed to parents at a Feb. 22 meeting of the Westfield Board of Education and posted online.

“You might feel like you’re a boy even if you have body parts that some people might tell you are ‘girl’ parts,” the lesson plan says. “You might feel like you’re a girl even if you have body parts that some people might tell you are ‘boy’ parts. And you might not feel like you’re a boy or a girl, but you’re a little bit of both. No matter how you feel, you’re perfectly normal!” A lesson plan for second-graders, titled “Understanding Our Bodies,” includes an illustrated discussion of human genitals so kids as young as 7 can use “medically accurate names” for their private parts. “Tell students: ‘There are some body parts that mostly just girls have and some parts that mostly just boys have,’” it says.”

“They’re part of a broader, K-12 health and sex education curriculum adopted by the New Jersey Board of Education in 2020 that goes into effect in September. “I am honestly appalled at this curriculum,” Maria DeMaio-Esposito, a mother of two from Howell, told the Asbury Park Press.

“I am debating whether to place my child in a private school if I can afford it. Is this curriculum really necessary? Children need to stay children. Their innocence is beautiful and I do not want their little minds filled with this very adult topic.”

Parents are able to opt out of having their kids take part in the lessons, but Paula McCarthy-Mammanna of Jackson — who said the curriculum “makes me sick” — said that move would be stigmatizing. “My granddaughter is going to be entering eighth grade, if she opts out of a class she’s going to be looked at by her peers in a different manner,” McCarthy-Mammanna told the AP. “She may be bullied or harassed and I don’t agree with a child being targeted because of family moral issues.”

“The agenda has swung so far left in an attempt to sexualize our precious children that parents are fighting back.” State Sen. Michael Testa (R-Cape May) said the lessons were the latest in a series of affronts to Garden State parents. “We fought for kids to return to school in person. Then we had to fight to take off our kids’ masks. Now, we have to watch our elementary school children, who have already fallen behind thanks to the Murphy lockdowns, learn about genitalia and gender identity?” Testa said. “It’s abuse, plain and simple.”

Westfield schools Superintendent Raymond Gonzalez told Fox News that the lesson plans were “a sample list of resources aligned to the New Jersey Student Learning Standards to be considered as school districts work on revisions to the health and [physical education] curriculum.” “We made it clear at the meeting and subsequent meetings that these are resources only — they are not state-mandated — and that the district is in the process of developing its revised curriculum to meet state standards,” Gonzalez added.” Murphy’s office didn’t immediately return requests for comment.”



[Libs of Tik Tok](#)

[@libsoftiktok](#)

10:43 PM · Apr 7, 2022 · Twitter for iPhone

2,787 Retweets 816 Quote Tweets 6,766 Likes

New Jersey’s new sex curriculum points elementary students to watch videos from Amaze. This is one of their videos. They are telling 9 year olds to watch porn. Groomers.

<https://www.youtube.com/watch?v=sQvTZRZCoPw>

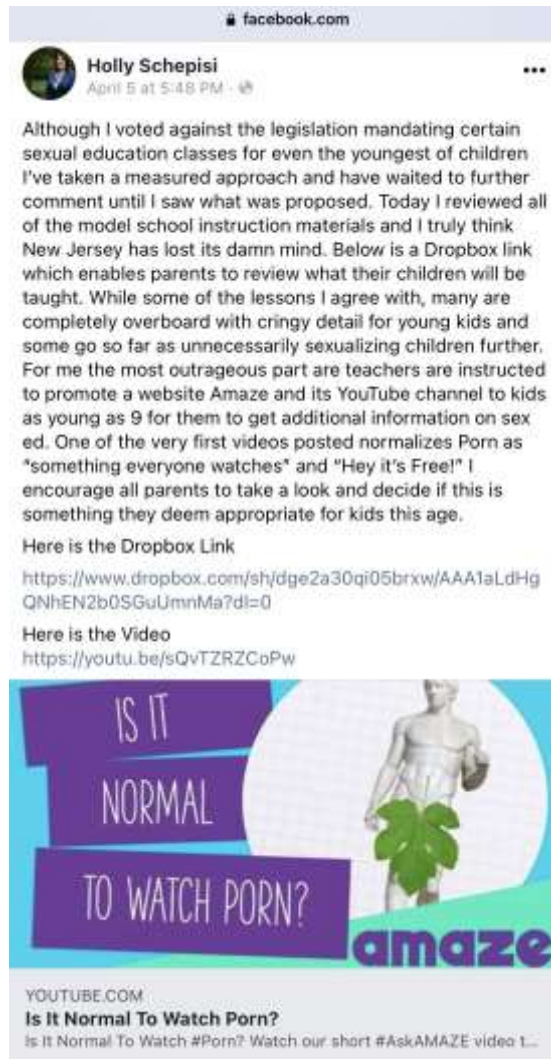


[Libs of Tik Tok](#)

[@libsoftiktok](#)

[Apr 7 2022](#) Replying to [@libsoftiktok](#)

This is the woman who publicized all the documents for NJ’s new sex-ed plan.









3Rs - New Jersey Lesson Plans for 2022

<https://www.dropbox.com/sh/dge2a30qi05brxw/AAA1aLdHgQNhEN2b0SGuUmnMa?dl=0>



Parents must sign a consent form for students to go through this curriculum but as a parent noted in the news story above opting kids out of this class might create an exclusionary environment. "Look at the religious freak, her Mommy wouldn't let her take the course because sex is bad!" Then after class, everyone is talking about the course anyway so how did opting out help this parent opt out of the sex ed class? If anything it allowed the wild form of the lesson plan loose in the hallways. Some of what is being taught isn't a problem and may be helpful to the student but much of it is promoting early sex and indoctrinating youth into believing twisted versions of reality. I've included examples of a few courses to give you an idea of what they're going to teach. Even if you agree with what is being taught why would you want a stranger (teacher) in public school teaching it?

3Rs - New Jersey Lesson Plans

Name	Modified
 By the end of Grade 2	--
 By the end of Grade 5	--
 By the end of Grade 8	--
 By the end of Grade 12	--
 NJ Personal Growth and Development Standard Performan...riculum 4.20... 4/4/2022 7:28 am	
 NJ Safety Standard Performance Expectations Aligned to 3Rs 4.2022.pdf 4/4/2022 7:28 am	

Rights, Respect, Responsibility (3Rs) Lesson Plan Alignment to the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Rights, Respect, Responsibility (3Rs) Lesson Plan Alignment to the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Topic Strand: Social & Sexual Health			
Grade	2020 Performance Expectation Code	Indicator	Lesson
Grade 2			
	2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves	3Rs – R.E.S.P.E.C.T. (New in 2021)
	2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.	3Rs – Pink, Blue, Purple (New in 2021)
	2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.	
	2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family	3Rs – Different Kinds of Families
	2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.	
	2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another	3Rs - Friendships
	2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).	3Rs – Cut it Out: Making Teasing & Bullying Stop
	2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.	3Rs- Bullying is Never OK!

Grade 5			
	2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.	3Rs – Thinking Outside the (Gender) Box (New in 2021)
	2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.	3Rs – What is Love, Anyway?
	2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).	3Rs – Respect for All
	2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.	3Rs – Figuring out Friendships
	2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.	
	2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	
	2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	3Rs – Teasing, Harassment, and Bullying
Grade 8			
	2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.	3RS – I Am Who I Am
	2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.	3RS – Creating a Safe School: Respect for All
	2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships	3Rs – Communicating about a Sensitive Topic

	2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.	3Rs – Healthy or Unhealthy Relationships
	2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships	3RS - More than Friends: Understanding Romantic Relationships
	2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.	3RS – When Should a Person? (New in 2021)
	2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).	3Rs – Consent Goes With Everything (New in 2021)
	2.1.8.SSH.9	Define vaginal, oral, and anal sex.	3Rs – Protecting Your Health: Understanding and Preventing STDs
	2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).	3RS – Birth Control Basics
	2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	3Rs – STD Basics: Reducing Your Risk
Grade 12			
	2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.	3Rs – Influencers for Life (New in 2021)
	2.1.12.SSH.2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.	3Rs – Our Space, Safe Space
	2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.	3Rs – How Do You See Me? (Alternate: Making the Unconscious Conscious)

			*Neither of these lessons fully align with this standard, so review each with your leadership team to select the one that best fits your community.
2.1.12.SSH.4	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).		3RS – Rights, Respect, Responsibilities: Don’t Have Sex Without Them
2.1.12.SSH.5	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.		3RS -My Boundaries
2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources		3RS -Sexual Decision-Making
2.1.12.SSH.7	Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.		3RS – Know Your Options
2.1.12.SSH.8	Describe the human sexual response cycle, including the role of hormones and pleasure		3RS -Sexual Response Systems II: Processes (New in 2021)
2.1.12.SSH.9	Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.		3RS -They Love Me, They Love Me Not
2.1.12.SSH.10	Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.		3RS – Consent, Sexting and the Law (New in 2021)

Important Note: The 3Rs curriculum does not align to the following performance expectations:

- 2.1.2SSH.5 – Identify the basic social needs of all people
- 2.1.8.SSH.6 – Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Pink, Blue and Purple

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.2SSH.2 – Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior

GRADE: 1st Grade

TIME: 30 Minutes

MATERIALS NEEDED:

- Two identical greeting cards for a new baby, one that is clearly intended for a cisgender boy, and the other for a cisgender girl
- OR
- Printout of the gender stereotype boy and girl greeting cards
- Four signs, either printed out or handwritten, with the four vocabulary words as indicated in "Advance Preparation"
- Sheets of flipchart paper with Venn diagram pre-written on it as described in the Advance Preparation section
- Enough sets of activities cut up and placed in envelopes for half the class, plus one for the teacher
- Masking tape
- Markers

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define gender, gender identity and gender role stereotypes [Knowledge]
2. Name at least two things they've been taught about gender role stereotypes, and how those things may limit people of all genders [Knowledge]

ADVANCE PREPARATION:

- Prepare enough sheets of flipchart paper for half the students in your class. Each sheet should have a large Venn Diagram on it. The left circle should have the heading, "Girls", the right circle, "Boys," and the center area, "Anyone"
- Purchase or find online two new-baby greeting cards, one of which is very stereotypically gendered for a boy baby and one for a girl baby. If finding/purchasing these cards is inconvenient, just use the accompanying graphics.
- Print out or draw the four vocabulary signs: Gender, Identity, Role and Stereotype
- Print out and cut up the activity sheet (provided), and place an entire set in an envelope. Make enough sets for half the class, plus one set for yourself

PROCEDURE:

STEP 1:

Tell the class that you have a friend who just had a baby. You want to send your friend a card to say congratulations, but you can't decide between two cards and need their help.

Hold up the two greeting cards and ask, "**Which one do you think I should send?**" [Students will likely ask whether the baby is a girl or a boy]. Ask, "**If it were a girl baby, which card would you tell me to send?**" [They will indicate the pink card] "**And if it were a boy baby, which would you tell me to send?**" [They will indicate the blue card].

Pink, Blue and Purple

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Ask, "Why should I send this card to a boy baby and this one to a girl baby?"

Possible responses may include:

- "Because that one has boy things on it, and that one has girl things on it"
- "Blue is for boys and pink is for girls"
- "I like that one better, and I'm a [boy/girl]"

Explain that, "All of what we just talked about – like deciding what colors or toys people can play with is part of something called 'gender.' That's what we're going to be talking about today."

Put the sign with the word "Gender" up on the board (or write it if using a white board). Ask students to repeat the word with you. Say something like, "When we referred to a 'boy' baby or a 'girl' baby, we were talking about what gender the baby is."

Ask, "How do you know what gender you are?" Responses will vary, but may include:

- "My family told me"
- "I know because of my body parts"
- "I just know it"

If a student says something like, "I just know it" or "I feel that way on the inside," explain that knowing what gender you are is called "gender identity." Put the sign that reads "gender identity" up (or write the phrase) on the board. Ask students to repeat it with you.

Point out that the word "Identity" begins with an "I." Say something like, "Identity starts with an I. That's how you can remember it. 'I' feel, 'I' know. Gender identity is that feeling of knowing your gender. You might feel like you are a boy, you might feel like you are a girl. You might feel like you're a boy even if you have body parts that some people might tell you are 'girl' parts. You might feel like you're a girl even if you have body parts that some people might tell you are 'boy' parts. And you might not feel like you're a boy or a girl, but you're a little bit of both. No matter how you feel, you're perfectly normal!" Explain that you're going to do an activity to talk about this more. (7 minutes)

STEP 2: Break the class into pairs. As they are getting into pairs, draw a Venn diagram on one board like the one they are about to get. Once they are in their pairs, distribute the flipchart sheets with the Venn diagrams on them. Explain that they are going to each get an envelope with some pictures in it. Tell them they are to decide whether what's in the picture is something that only boys should play with, only girls should play with or that anyone can play with. Explain that they should put the picture in that section of their flipchart sheet.

Answer any questions, then distribute the envelopes. Move around the room to help students stay on track. (12 minutes)

Pink, Blue and Purple

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

STEP 3: After about eight minutes, or whenever students seem to be done, ask for their attention. Using your Venn diagram at the front of the room, go through your own set, showing each one and asking them where they put them. For each response, say, **“Actually, anyone can play with a _____,”** and tape it in the center.

Once all responses are in the “Anyone” column, say something like, **“Pretty much anything can be done by anyone, no matter what gender they are. But we’re still told that only boys should play with certain things, and only girls can play with certain things. Why do you think that is?”**

After a few responses, say something like, **“Telling someone they can only play with or do certain things because of who they are is called a ‘stereotype.’ When they’re told they can only play with or do certain things based on their gender, it’s called a ‘gender stereotype.’”** Ask students to repeat both terms with you.

Ask, **“Have any of you ever been told you’re not supposed to do or play with something because of your gender? If so, how did it make you feel?”**

“If not, how do you think someone who really wants to do something but is told they can’t because of their gender might feel?”

After a few responses, say something like, **“Sometimes, when a boy does something that’s not on the ‘boy’ list, or when a girl does something that’s not on the ‘girl’ list, they’ll get teased or even bullied. For example, a boy who cries in front of his friends or likes to play dress-up, or a girl who likes to climb or play with rockets.”** Explain that it is never okay to tease or bully someone else – and it’s never okay for someone to tease or bully you. If that were to happen, whether it’s about gender or about something else, it’s really important to tell a teacher or another trusted adult. Ask students to name things they could do to treat people of all gender identities with kindness and respect. [Answers may include: invite them to play with me, not tease them, give them a compliment, or if they would like one, a hug or high five]. Conclude by saying that if someone were teased or bullied about their gender, or something else, it’s really important to tell a teacher or another trusted adult.

Say something like, **“No matter your gender, you can play with any of these toys. You can wear whatever clothes you want, or have long or short hair. Be who you are, and enjoy playing with whatever toys you enjoy playing with!”**

Praise them for the work they did, go through the homework assignment, and close the lesson. (11 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 1 is designed to achieve learning objective 1. Steps 2 and 3 are designed to achieve learning objective 2.

Homework: Who Can Do What?

NAME: _____

INSTRUCTIONS: What kinds of jobs can grown-ups have? Circle below to indicate which job you think can only be done by men, women or anyone. Color your sheet if you wish!



Firefighter

Men Women Anyone



School Custodian

Men Women Anyone



Teacher

Men Women Anyone



Construction Worker

Men Women Anyone



Doctor

Men Women Anyone

Influencers of Life
Target Grade – High School

This tricky little unit is trying to create “life influencers” who hold to acceptable beliefs. The discussion portion is designed to create an echo chamber that must ultimately change negative outlooks to what they judge to be positive ways of being and believing. This will prey upon the equity trigger inside most youth who may even see it as a way to gain real “followers” through virtue signaling. Everyone wants to be an influencer right? So much power and clout... It sounds like a struggle meeting that challenges negative (parental) influences. They’re asking students to question their automatic beliefs, essentially casting doubt on what the student thinks they know. The in-class actions of asking students to evaluate influencers in their lives and then to stand by a sign that says positive, negative, or no influence over the student. With everyone watching most students will answer “correctly.” This is basic indoctrination 101!

On top of all this, I find it extremely strange to read page 2 of the lesson plan, **”A person’s sexual orientation and gender identity is their business and there is no need for you to know how your peers identify or who they are attracted to. Knowing that information should not impact how you treat them or how they treat you.”**

THEN WHY DID THE STATE OF NEW JERSEY ADOPT A CURRICULUM THAT FOCUSES SO MUCH ON THESE ISSUES? This lesson should be titled “Sexual Identity and Orientation Influencer FOR Life.” Perhaps they could just give children a classical education and leave these topics to the parents? Then again why would the change agents in the school system want to let the parents direct society? Their goal has been to take children away from their parent’s sphere of influence at a younger and younger age. The public education system has never and will never be deserving of the blind trust so many parents give it. Get your kids out any way you can!

Influencers of Life

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.12.SSH.1 – Analyze the influences of peers, family, media, social norms, and culture on the expression of gender, sexual orientation, and identity.

TARGET GRADE: High School

TIME: 50 Minutes

MATERIALS NEEDED:

- Computer/laptop
- PowerPoint
- Projector
- Screen
- Life Influencers Case Study -one per pair of students
- Handout - one per student
- Influencer Signs - one set
- Tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define sexual orientation [Knowledge]
2. Define sexual identity [Knowledge]
3. Analyze how external influences impact a person's beliefs about sexual orientation and gender identity [Skill]

LESSON RATIONALE:

Often people will think, believe, or hold attitudes regarding all aspects of life without understanding why they feel or think the way that they do. This lesson aims to allow students to analyze how the people, communities, and our personal identities can impact so much of what we believe. **This student-centered approach to analyzing why we think a certain way allows students the ability to evaluate whether external factors positively or negatively influence their thought process in order to maximize or minimize these influences appropriately.**

ADVANCED PREPARATION:

Prior to the lesson, print and copy the case study so that each pair can get a copy. Review and identify how you can maintain a safe learning environment for the entire class but specifically for LGBTQ students. Print one set of the external influencers' signs and tape them around the room to allow for each group to communicate when necessary.

PROCEDURE:

STEP 1:

Say, "**Welcome to class. Raise your hand if you have heard of the term social media influencers.**" The majority of the class should know what a social media influencer is, you can ask for a volunteer to share a description with the class. Please make sure that the following is included in the description of a social media influencer: a person who uses their privilege of a large platform to bring attention to different causes, products, media, etc. "**Now how many of you have heard of the term life influencers?**" This is a term created for the lesson so it should be new to students. "**A life influencer is a person who uses their privilege to help shape how other people think, believe, or view different parts of life. Now this is a term that has been created specifically for this class so you won't find it anywhere else but we are all life influencers as we share with**

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Influencers of Life

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

each other our personal beliefs, ideas, attitudes, and thoughts around everything we encounter in life. We influence others and other people have influenced us. Today we are going to take a deeper look at these influencers and see just how much of a role they have taken in shaping how we view the world and the people in it." (4 minutes)

STEP 2:

Say, "Before we get started let's quickly review two terms, sexual orientation and gender identity. Can anyone tell the class what sexual orientation is?" Write both definitions on the board for students to reference for the remainder of class. Please make sure the following is stated in the definition provided by the student: Sexual orientation is how a person identifies the gender or genders they find sexually attractive. "Who can define gender identity?" Please make sure the following is stated in the definition provided by the student: Gender identity is a person's internal sense of who they are. "Now for a bonus question, please talk with an elbow partner to answer if it is important for you to know how your peer's identify their gender or who they are attracted to sexually?" Allow the student's to discuss with their partner for about a minute but make sure you answer the question before any groups can share. Say, "That is actually a trick question. A person's sexual orientation and gender identity is their business and there is no need for you to know how your peers identify or who they are attracted to. Knowing that information should not impact how you treat them or how they treat you." (6 minutes)

STEP 3:

Ask the class to find a new partner to work with for the remainder of class. Perhaps someone they haven't worked with previously. Once the class has identified their partners say, "I am going to share a case study with each set of partners. The instructions are to read the case study and then answer a few questions about the people mentioned in the study. What questions do you have?" Distribute the Life Influencers Case Study handout to each set of partners and allow them about 7 minutes to complete the exercise. Once the class has completed the exercise, ask for a couple of volunteers to share their thoughts on the case study. After the partners share, ask the class, "How? How did you come to these realizations?" Some students might respond with, "it was the goal of the assignment". Say, "The assignment was to read the case study and answer the questions that followed but take a moment to reflect and think if your brain automatically assigned a gender to the people mentioned in the case study. Did your brain automatically imagine if the people in the case study identified as straight, gay, asexual, queer?"

Note to the Teacher: These questions are all hypothetical and it is important to make sure that students understand that it is normal if they in fact did assign gender or assume sexual orientation. It is important to be affirming in order to maintain a safe learning space.

Say, "Now I want to ask you why? Why did some of our brains assign gender or assume the sexual orientation of the people in the case study?" Push for the students to connect to the life influencers, the people and communities in our lives who have shaped how and why we think and believe the way that we do. Say, "Let's take a closer look at these influencers who have made such a large impact on our personal beliefs." (15 minutes)

Influencers of Life

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STEP 4:

Distribute the handout and say, **“Around the room you will find six different influencers who impact our personal beliefs, attitudes and thoughts. These influencers are our peers, family, media, society, culture, and our own identities. Take about 3 minutes to walk around to each station and reflect on how each influence impacts the way you think and specifically the way you think about gender identity and sexual orientation. You can jot down any thoughts that come to mind on your handout. These three minutes are a time for self-reflection and we will have time later in class to reflect with others.”** Feel free to play meditation music while the students walk around and reflect on their influences. Encourage the students to use the time as a space for self-reflection and to respect quieter voices as a result.

After the three minutes, say, **“Thank you for reflecting on these influences. Now I am asking you to walk to the sign that has the most POSITIVE influence on you when it comes to sexual orientation and gender identity.”** Once the students have moved to their sign, encourage them to take a few minutes to talk with the people at that sign as to why that influence is so positive and how they could make the influence even larger.

After three minutes, say, **“Now I am asking you to walk to the sign that has the most NEGATIVE influence on you when it comes to sexual orientation and gender identity.”** Once the students have moved to their sign, encourage them to take a few minutes to talk with the people at that sign as to why that influence is negative and how they could reduce the influence.

After three minutes, say, **“Now I am asking you to walk to the sign that has NO influence on you when it comes to sexual orientation and gender identity.”** Once the students have moved to their sign, encourage them to take a few minutes to talk with the people at that sign as to why that influence doesn't have much impact and whether that is a positive, negative, or neutral impact. Say, **“Thank you for being so willing to participate and share with each other about the influences in your life. Please return to your desk so we can debrief.”**

Once students have returned to their seats begin a discussion with the class to debrief the experience. Ask the following questions:

“What was it like to do that activity?”

Students might respond with; hard, easy, weird, uncomfortable, strange, etc.

“Tell me more about that? Why was it [enter the student's response to the first question]?”

After the students analyze their thoughts in greater detail, follow up by saying, **“So what does that tell you about life influencers?”** Push the students to identify that life influencers are important but also our internal sense is just as important and that we have the ability to increase the positive influences and decrease the negative influences in our life as we start to understand our internal sense around life and the people in it. (23 minutes)

Influencers of Life

*A Lesson Plan from Rights, Respect,
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STEP 5:

Say, "We all have influencers that shape how we think, what we believe, and our attitudes but our internal influence is also important. As we learn more, we are capable of analyzing how the influencers in our life may be more positive or negative and then we have the ability to increase the positive and reduce the negative influences in order to live the lives we want to lead and respect the people we are lucky to have in our lives. Although we all have many influencers in our lives, it is important to remember that we ultimately have the flexibility and control to decide how we want our lives to look and the ability to make that life happen. Thank you for your participation." (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Objectives 1 and 2 were completed in Step 2, and Objective 3 was completed in Steps 3 and 4.

HOMEWORK:

Create a job listing for a positive external influence for yourself. What should that external influence have that would make it a positive influence and what should it not possess?

Life Influencers Case Study

Person A is a new student at Anytown High School and is nervous to meet new friends. Person A left behind their partner at their old school and is feeling really sad about the breakup. Person B is asked to show Person A around the school. Person B is popular and enjoys school a lot. They become really good friends and hang out after school all the time. Person B even gets Person A a job at the local ice cream shop. When homecoming comes around Person A asked Person B to go as their date. They had a great time at the dance and won homecoming court. They started dating after the dance and are really happy together.

Please answer the following questions with your partner:

1. Would you describe this scenario as realistic?
2. What gender is Person A?
3. What gender is Person B?
4. Would you feel comfortable assuming the sexual orientation of Person A or B? If so, what would you assume their sexual orientation is and why?

Self Reflection Handout

Write down any thoughts that come to mind as you're reflecting on the influence from each category.

THE INFLUENCE OF PEERS IS...

THE INFLUENCE OF FAMILY IS...

THE INFLUENCE OF MEDIA IS...

THE INFLUENCE OF SOCIETY IS...

THE INFLUENCE OF CULTURE IS...

THE INFLUENCE OF MY OWN
IDENTITIES IS...

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.12.SSH.7 – Analyze factors that influence the choices and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.1.12.PP.1 – Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g. Abstinence, condoms, emergency contraception, dental dams).

2.1.12.CHSS.4 – Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care)

TARGET GRADE: Grade 10

TIME: 50 Minutes

MATERIALS NEEDED:

- 6 computers, laptops, tablets or smartphones with the ability to see the following quiz on this website – <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Teen Worksheet #1-5 – one copy of each
- Wrenches Worksheet (prepared as described)
- One copy of the Wrenches Worksheet – Teacher’s Guide
- Handout “Your Birth Control Choices” - one per student
- Extra pencils in case students don’t have their own

ADVANCE PREPARATION FOR LESSON:

- Check that you can access the “Which Contraception is Right for Me?” quiz on the following website (if it’s blocked, work with your IT department to unblock site):
<http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Review information about birth control methods in order to accurately answer students’ questions and clarify misinformation. A detailed overview on each method can be found here:
http://www.your-life.com/static/media/pdf/download-materials/campaign-materials/WCD_Contraception-Compendium_FINAL.pdf
- Print one copy of the Wrenches Worksheet and cut into six separate cards as indicated.
- Have the two clinic locator websites located below pulled up and ready to display:
 - <https://www.plannedparenthood.org/health-center>
 - <https://nifpl.org/find-a-health-center/>

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. List at least three methods of effective birth control for teens. [Knowledge]
2. Analyze at least three factors that have an impact on a teen’s ability to successfully use birth control. [Knowledge]
1. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

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STD Smarts

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

PROCEDURE:

STEP 1: Introduce the topic by saying, "Today we're going to look at contraception or birth control such as abstinence, the pill, condoms, the shot, etc.

Specifically, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy and/or for the other reasons that have nothing to do with sex. Let's start by brainstorming why a person might want to use birth control for either sexual or non-sexual reasons."

Note to the Teacher: Create two columns on the board and write in one column all of the reasons the students suggest, making sure to include the following if students don't suggest them:

- don't want to start a pregnancy
- don't want to get an STD
- want to have shorter periods
- want to have lighter periods
- need to regulate hormones because of a health issue
- want to reduce acne
- want to have predictable periods
- want to have less cramping during periods

Ask, "To whom does most of this list apply?" Probe for "people with ovaries or a uterus" (although your students will likely say "girls" or "women"). Ask, "How do their partners come into play? What rights and responsibilities do they have?"

Ask, "Which of these could apply to people in same-sex relationships?" After a few students have responded, say, "We typically tend to think of different-sex couples as being the only ones at risk for pregnancy. But some of these concerns apply to all people regardless of their sexual orientation or gender. Please keep that mind as we go through the lesson."

Next say, "So there are a lot of reasons why a person might choose to use contraception or birth control in addition to preventing pregnancy. Now let's brainstorm some of the factors that might impact whether a person or a couple uses birth control."

Note to the Teacher: Write these on the board in the other column making sure to include the following if students don't suggest them:

- Afraid of parents/caregivers finding out
- Falsely believe they need parental permission to get birth control
- Don't have enough money
- Don't have a car/transportation to get method
- Health reasons
- Embarrassed to go to a clinic or pharmacy to get birth control
- Don't feel comfortable touching their or their partner's genitals to use method correctly
- Don't know what birth control methods are available
- Unsure if partner is willing to use birth control

(10 minutes)

Trust It or Trash It: Finding Accurate Sex Ed Info

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.12.CHSS.6 – Evaluate the validity of health information, resources, services, in school, home and in the community.

TARGET GRADE: Grade 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Handout: "Accurate and Reliable Sexual Health Resources for Teens" – one per student
- Internet-enabled devices placed around the classroom
- Desktop or laptop computer with Internet access and PowerPoint on it
- LCD projector and screen
- Extra pencils in case students don't have their own
- Powerpoint Presentation: Sexuality Information Should Be Reliable, Current And Accurate

ADVANCE PREPARATION FOR LESSON:

- Secure 8 internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:

www.advocatesforyouth.org
www.sexetc.org
www.scarleteen.com
www.kidshealth.org
www.plannedparenthood.org/teens
www.youthresource.org
www.factsaboutcondoms.org
www.itsyoursexlife.org

- Create eight areas in your classroom where students can gather around one of these devices.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

I Am Who I Am

Target Grade – Grade 7

Students are asked to check their own perceptions of sexual orientation and gender identity. This is a bit like the “Influencer of Life” lesson plan but for younger kids.

I Am Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.8.SSH.1 – Differentiate between gender identity, gender expression and sexual orientation.
ID.8.IC.1 – Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

TARGET GRADE: Grade 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled: “Understanding Gender Identity and Sexual Orientation”
- Regular letter-sized envelopes, one per student
- 8 ½ x 11 sheets of blank paper, one per student
- LCD Projector and screen
- Myth/Fact Quiz – one per student
- Myth/Fact Answer Key – one copy for the teacher
- Homework: “Fix This” – one per student
- Whiteboard
- White board markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge]
2. Describe how each term is different from the others. [Knowledge]
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]
4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by explaining that you are going to be talking today about identity. Say, “Identity has to do with who we are – I am a teacher; that’s part of my identity. Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and our gender identity.”

(2 minutes)

STEP 2: Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it.

Ask them to write down what they’ve heard about what the term “sexual orientation” means. Tell them that if they haven’t heard anything, they should just try to guess what it means.

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After about 4 minutes, ask them to write down what they have heard about the term "gender identity." Again, tell them that if they haven't heard anything, they should just try to guess what it means.

Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope and seal their envelope. Tell them not to open it until they're asked to.

(8 minutes)

STEP 3: Go through the PowerPoint, "Understanding Gender Identity and Sexual Orientation."

(12 minutes)

Note to the Teacher: This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don't know and provide them during the next class.

STEP 4: Say, "Now that you've gotten a bit of an overview, let's see what you remember – as well as what else you know – about these topics." Distribute the worksheet, "Myth vs. Fact: Gender Identity and Sexual Orientation" to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish.

(12 minutes)

STEP 5: Using the "Myth vs. Fact Answer Key", go through the answers with the students, ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers, and why.

(12 minutes)

Note to the Teacher: This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.

STEP 6: Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, "How many of you wrote down something about sexual orientation or gender identity that was correct?" After students have raised their hands, ask, "How many of you wrote down something that ended up to be incorrect, but that you now know the correct information about?" After students have raised their hands, praise their work and distribute the homework assignment.

(4 minutes)

I Am Who I Am

*A Lesson Plan from Rights, Respect,
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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The last activity in which students check their own perceptions of sexual orientation and gender identity from the beginning of class will help the teacher determine whether the objectives have been achieved. The homework assignment is designed to achieve the fourth learning objective.

HOMEWORK:

Students will view a brief video clip online and complete a worksheet relating to what they saw.

Myth vs. Fact: Gender Identity and Sexual Orientation Quiz

Name: _____ Date: _____

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH FACT

2. People can choose their gender identity.

MYTH FACT

3. People can choose their gender expression.

MYTH FACT

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH FACT

5. A girl who is really athletic is either a lesbian or transgender.

MYTH FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH FACT

Myth vs. Fact: Gender Identity and Sexual Orientation Answer Key

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

Sexual orientation has to do with the gender(s) of the people we're attracted to, physically and romantically. We don't choose our feelings just like we don't choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

MYTH

FACT

Just like sexual orientation, a person doesn't choose to feel male, female or a combination of both. What we CAN choose is what we call ourselves, even if it doesn't match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

MYTH

FACT

A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically "feminine," and girls who wear jeans and t-shirts and work boots and present as more stereotypically "masculine." There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person's sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she "looks feminine."

At the same time, however, it's important to remember that the outside doesn't always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.

Everybody's Got Body Parts – Part One

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

2.1.8.PGD.3 – Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

TARGET GRADE: Grade 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- LCD projector and screen
- Worksheet: "reproductive and sexual systems of a Person with a uterus and vulva" – enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: "Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle" – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Go through the video below, which will be used to answer questions during this lesson:
- <https://amaze.org/video/puberty-biological-female-anatomy/>
- Speak with your IT department to make sure this web address is unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to this video right before class.
- Prepare an anonymous question box, if you don't have one already, by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]
2. Describe the function of at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]
3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice this lesson uses body-first language, instead of referring to reproductive systems as "male" or "female", as a best practice in teaching sexuality. The purpose is to separate a person's gender from a person's sexual and reproductive anatomy, and be more inclusive of people with all body variations. It is important to avoid assuming that all of your student's gender identities will match their anatomy.

You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by explaining that students likely

(30 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems that were discussed today, but they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Sexual and Reproductive Systems of a Person with a Uterus Crossword Puzzle” – to be completed by each student and handed in during the next class.

Birth Control Basics

Target grade – Grade 8

Hey teach! Withdrawal isn't real birth control you dummy. While we're on the subject why don't you withdraw your kids from this course... I wonder how much more children will think about being sexually active after they know everything and then the question becomes when not if they will have early sexual relations. They even created a variable timeline of sexual activity for “people with vaginas” so they know what they need to do to match their life plans. Why would you tell 8th graders that ending a pregnancy is an option? Did they mean “end a baby's life?” By calling it a fetus we help them avoid all those nasty feelings of guilt associated with killing a baby. How is the state involved in teaching this at all?

Birth Control Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

2020 NJ PERFORMANCE EXPECTATION ALIGNMENT:

2.1.8.SSH.10 - Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

TARGET GRADE: Grade 8

MATERIALS NEEDED:

- Index cards – one per student
- One set of the seven method cards for students' use
- One set of the seven method cards with two additional copies of the "Dual Use" card for use by teacher
- One set of the three category cards
- Newsprint – one piece, posted at the front of the room
- Markers
- Masking tape
- Optional – a birth control kit with the above methods to show students (Note: Many Planned Parenthoods sell birth control kits as does Total Access Group here http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.htm)
- Homework – Birth Control Basics – one per student

ADVANCE PREPARATION FOR LESSON:

- Print one set of the three category cards with one each of the following per page:
 - Protects for a Few Years (Long-Acting Methods)
 - Protects for a Month (Short-Acting Methods)
 - Protects right now
- Seven method cards copied double-sided so that the method is on one side and the three statements are on the other side – two sets needed as noted in the materials section
 - abstinence
 - external condoms
 - pills/patch/ring
 - IUDs/shot/implant
 - **withdrawal**
 - emergency contraception
 - dual use

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge]
2. Correctly recall that there is generally a gap between when a person may start to have **vaginal sex** and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge]
3. State correctly what emergency contraception is. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman.

Last Revised: December 1, 2021

Birth Control Basics

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

This is intended to make the curriculum **inclusive of all genders and gender identities**. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy **if a different sex couple has vaginal sex**. There are many different kinds of birth control that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly. This means the method is used every time the way it was intended.

(2 minutes)

STEP 2: On the left end of the board draw a horizontal line running all the way to the other end of the board.

Note to the Teacher: You're creating a timeline. On the left end write the typical age of your 8th graders, likely 13 or 14.

Explain to students that this lesson will look a bit at their future through the end of middle school, over the summer and into high school.

Ask students to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might and some might not and either is fine. Ask students what someone would need to do in order to be ready to have a child. As students brainstorm responses, write them on the newsprint posted near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc. Ask students, "Based on all the things on this list, what is the best age to have children, knowing that people's personal experiences can vary a lot?" (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.) Summarize by saying, "Okay, now that we know what someone who wants children has to do to get ready by ages (insert ages they gave you), let's look at what they can do to reach those goals."

(5 minutes)

STEP 3: Draw a stick figure above the timeline all the way to the left side. Introduce the stick figure you have drawn by stating they are currently an 8th grader like you. Say, "The stick figure wants to have children someday, but not any time soon. They are trying to decide if they should have vaginal sex or not. Let's imagine that they wait until they are older—maybe 16 before they have vaginal sex."

Note to the Teacher: Write the age of 16 on the timeline above where the stick figure is.

Say, "And this person also agrees with what we've brainstormed about what they need to do in order to be the best parent they can be. So maybe they want to wait until they are out of high school before they have children. Generally someone is done with high school at age 18."

Note to the Teacher: Write the age 18 on the timeline a few inches down from where you wrote age 16.

Birth Control Basics

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Say, "So once this 8th grader is done with high school, have they done everything on this list we created?"

Note to the Teacher: Generally the answer is "no" but allow students to respond authentically here since some may be children of young parents.

So, let's say this person wants to wait a few more years after high school to have children, maybe until they're 21 years-old."

Note to the Teacher: Write the age 21 on the timeline a few inches down from age 18.

Say, "Now let's do some simple math. If this stick figure decides to have vaginal sex while they are age 16 but doesn't want to have children until age 21, how many years do they need to protect themselves from starting a pregnancy?"

Note to the Teacher: The answer should be 5 years.

Say, "We know the most effective way for this stick figure to absolutely make sure that they don't start a pregnancy is by delaying having vaginal sex, until they are older. So let's imagine that our stick figure is able to do that. Maybe they show their affection for people they are dating in other ways, but they do not have vaginal sex until age 17.

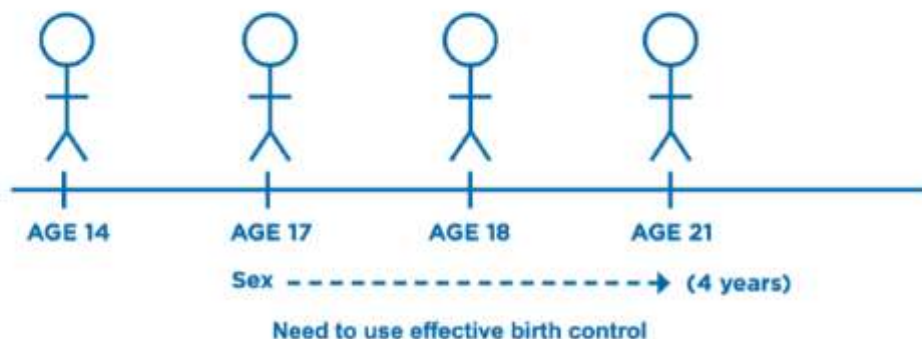
Note to the Teacher: Write the word "sex" under the age 17 on your timeline.

Now, between age 17, when they decide to have vaginal sex, until age 21, when they think they want to start having children, how many years is in between there?"

Note to the Teacher: The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words 'need to use effective birth control'.

Say "So we have narrowed the gap a bit by waiting from 5 to 4 years **But, four years is still a really long time!** So this stick figure, if they decide to have vaginal sex will need to use effective birth control during that time period to make sure they don't start a pregnancy until they want to. And keep in mind that we're only talking about pregnancy today, but they will also need to protect themselves from STDs too."

Note to the Teacher: At the end, this is what your timeline should look like. (5 minutes)



Birth Control Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: Explain by saying, "There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children." Introduce the three categories and tape each category to the board to form three columns as you talk. Say, "All of these methods work a little differently but some protect right now, some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years." Review the following 7 methods of birth control

one at a time by showing the card with name of the method on it, stating the information about the method below and then tape the method card in the correct column you have already created.

"Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. In fact, it is the method used by most 8th graders. Ask students what you mean by "when done consistently and correctly." Affirm or correct their statements until you feel satisfied that that they understand that abstinence only works when people use it every time. **This means a penis not going inside another person's vagina.** Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older **can be** a very healthy choice." [Place in the "protects right now" category.]

"External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs." [Place in the "protects right now" category.]

Note to the Teacher: You will notice that we use the phrases "external" condom. Explain that, while students may be familiar with the terms "male" condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.

"The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic." [Place in the "short-acting- protects for a month" category.]

"Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too." [Place in the "long-acting- protects for a few years" category.]

"Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence." [Place in the "protects right now" category.]

"Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is." [Place in the "protects right now" category.]

Great Expectations: Signs and Symptoms of Pregnancy Target Grade – Grade 7

Great Expectations: Signs and Symptoms of Pregnancy

A Lesson Plan from Rights, Respect,

Responsibility: A K-12 Curriculum

STEP 3: Say to the students, "Once a person confirms they are pregnant, they need to decide whether they are going to have the baby and become a parent, have the baby and let someone adopt it, or end the pregnancy (at its earliest stage). The second two options are available for a number of reasons, including that the pregnant person may not feel they would be able to take care of a baby because of their age or life circumstances."

Say, "If a person chooses to carry the pregnancy for all nine months, they need to work to keep both themselves and the fetus healthy for those nine months. A 'fetus' is what we call a baby as it grows inside a person's uterus. Working to keep the fetus and pregnant person healthy is part of what's called, 'prenatal' care. 'Pre' means 'before,' and 'natal' refers to 'birth.' So 'prenatal care' refers to all the things a pregnant person needs to do to keep themselves and the fetus healthy."

Display the slide, "Reliable Information about Parenting", which includes three reliable resources for students about prenatal care. Quickly number students 1, 2, or 3 and ask students to review the website associated with the number they were assigned.

As they look at the website, they should be checking for examples of things a pregnant person should – and should not do- when they discover they are pregnant.

After 2 minutes, ask students to share, and responses on the board, probing for the following:

- Get a lot of sleep
- Exercise
- Reduce stress (exercise helps with that)
- Take vitamins
- Eat well
- Stop smoking
- Don't drink alcohol
- Reduce the amount of caffeine they drink

(10 minutes)

STEP 4: Tell the class you touched on a lot of information today, but that there is much more to pregnancy than what you discussed in this class.

Explain that the stage after pregnancy is parenting. Say, "Parenting can be overwhelming, and many parents, especially new ones, have questions or need support or resources."

Show the slide "Reliable Information about Parenting" slide and display the New Jersey specific websites to show students where they can find information about federal and state programs that provide financial and health assistance, as well as advice and recommendations for healthy parenting.

Note to the Teacher: Be sure to allocate time in your next class session to answer the questions asked. If some have nothing to do with pregnancy, feel free to hold those until you get to those topics in class; just be sure to tell the students that's what you're planning to do so they don't feel like their questions were ignored.

(5 minutes)

Using Condoms Effectively

Target Grade – Grade 8

That Amaze video is a gateway to treating sex like any other biological function. Anything and everything is normalized on their You Tube channel. So kids can finish up their Algebra and head to the next class for a live condom-fitting demo on a model penis? I find it interesting they use the terms internal and external condoms rather than male and female so everyone feels included. You'll notice there are several references to anal and oral sex. These are 8th graders... Information without a moral framework isn't going to end well in my opinion.

Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

NJ PERFORMANCE EXPECTATIONS ALIGNMENT:

2.3.8.HCDM.3 – Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g. cardiovascular, stroke, hepatitis, STIs, HIV/AIDS, breast cancer, HPV, testicular cancer)

2.3.8.HCDM.7 – Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors

TARGET GRADE: Grade 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Wooden penis model (available for purchase from Total Access Group at <http://pub.etr.org/ProductDetails.aspx?id=100000286&itemno=T037>) or banana
- At least three latex external ("male") condoms
- Plastic model of a uterus and accompanying reproductive anatomy (available for purchase from Buyamag at https://www.buyamag.com/birth_control_models.php)
- One internal ("female") condom
- Sheets for condom order activity prepared as described above – one set per every 3 students
- Envelopes for condom order activity sheets, one per every 3 students
- Homework: "Media Hunt—Did They Use Condoms?" one per student
- White board and markers
- Pencils in case students do not have their own.

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the handout, "Condom Steps" for every three students to have a full set. Cut out the individual steps and place an entire set into an envelope (for example, if you have 21 students, you would make 7 sets of the sheets).
- If you have not performed a condom demonstration in front of a class, it is a good idea to practice in advance.
- Confirm with your supervisor or district policy that you are allowed to do a condom demonstration, consider showing the "How to Use Condoms" video from Amaze.org <https://www.youtube.com/watch?v=oaLdNErL-FK>. If you plan to show the video, make sure you have a device with Internet access, an LCD projector, screen, speakers, and the URL unblocked for your use during class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe correctly, and in order, the steps to using an external condom. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of "internal" and "external" rather than "female" and "male" condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive – as well as more accurate, as the so-called "female" condom, for example, can be used for anal sex. A cut-open, flavored "male" condom can be used for oral sex.

PROCEDURE:

STEP 1: Tell the students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs, so it's a healthy choice to use condoms in addition to another method for double protection. Say, "You are going to hear me use very specific language when we talk about condoms. People tend to use the word 'condom' to mean a latex condom that goes on a penis. But as you will see in a moment, there are different kinds of condoms that can be used in different ways on different people's bodies, regardless of their

Using Condoms Effectively

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

gender. For this reason, when we talk about a condom that goes on a penis, we will call it an 'external' condom.

When we talk about a so-called 'female' condom or pouch, we'll call it an 'internal' condom. You'll see how this works in a minute!"
(6 minutes)

STEP 2: Explain that condoms are extremely effective when they are used correctly – that means, every time a couple has oral, anal or vaginal sex, from the beginning of the act to the end. Break the class into groups of 3. Once they are in their groups, explain that you will be providing each group with an identical set of sheets that list each of the steps to using an external condom correctly. Instruct them to work together and put their sheets in order from the beginning to the end of the sex act. Answer any questions and distribute the sheets, advising the students that they have approximately 5 minutes in which to work together.
(8 minutes)

Note to the Teacher: While they are working in their small groups, quickly go through the index cards and group them together so that you can be sure your explanation of how to use condoms includes as much of their questions as possible.

STEP 3: After students have worked for five minutes, have your wooden penis model or banana and several condoms in front of you. Explain that you are going to go through the work they did and model what these steps look like.

Go around the room and ask each group to provide one of the steps in order (so group one would say, "check the expiration date"). As each step is read in the correct order, model doing that step. Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to place the condom on the head of the penis, and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, etc., you couldn't re-use it.

Note to the Teacher: The following represents the correct order in which to use a condom for your reference:

Check expiration date on condom

Have erection

Take condom from wrapper

Put condom right side up on head of penis

Pinch the tip

Roll condom down penis

Begin intercourse

Ejaculation

Withdraw penis from partner, holding condom on at the base

Libs of Tik Tok

@libsoftiktok

Apr 8, 2022

Lots of schools use resources from @amazeorg

Most of their videos are extremely inappropriate for kids. If you have kids in school, I advise you to check if their school is recommending these videos. Here's a great piece on some of the problems with AMAZE

AMAZE Is Indoctrinating Children – 4/23/2021



<https://www.realityslaststand.com/p/amaze-is-indoctrinating-children?s=w>

<https://archive.ph/sW74m>



AMAZE was recently brought to my attention from a Twitter thread by Chris Elston. In the thread, Chris describes in detail a 30-minute audio recording made in a 7th grade (kids aged ~12) classroom on the topic of gender.



<https://archive.ph/QtNjO>



“In that recording, following a muddled discussion about pronouns and sex “assignment,” the children were made to watch a video. A Twitter user pointed out that the video is from an organization called AMAZE, which describes its mission thusly:

AMAZE harnesses the power of digital media to provide young adolescents around the globe with medically accurate, age-appropriate, affirming, and honest sex education they can access directly online—regardless of where they live or what school they attend. AMAZE also strives to assist adults—parents, guardians, educators and health care providers around the globe—to communicate effectively and honestly about sex and sexuality with the children and adolescents in their lives.

They are also creating “Toolkits, lesson plans, promotional materials and other resources to help educators and health care providers refer students and young patients to AMAZE as an available, free and fun resource to learn about sex and sexuality.” Their YouTube channel currently boasts 177K subscribers and, as the 30-minute recording reveals, their materials are actively making their way into children’s classrooms. This is all to say that their reach is not insignificant.”

“The first video is the one from the recording about gender identity. Please watch it (below). I have also provided a transcript for reference.”

Video 1: Range of Gender Identities



<https://youtu.be/i83VQlaDIQw>



“Transcript:

MOM: All right, folks, here we go. A Romaine and kale salad with avocado, cucumber, shishito peppers, and four kinds of cheese. Sprinkled in balsamic straight from Italy.

UNCLE JAY: Wow! In my day, salads only had two ingredients, a rock hard wedge of iceberg lettuce and a stinky old dried up tomato.

DAUGHTER: Sorry, guys, I'm going to have to eat fast. Alex is stopping by in a few minutes to work on a robotics project.

UNCLE JAY: Alex, is that the girl with that weird dog or the boy with the hat with the wings that flap?

DAUGHTER: No, Uncle Jay, this is Alex.

UNCLE JAY: Oh, OK. I remember. A very nice young, hmm. Come to think of it, well, is Alex a boy or a girl?

DAUGHTER: Actually, Alex doesn't define themselves as boy or girl.

UNCLE JAY: What else is there?

SON: Back in your day, most people understood the world in terms of just boys and girls. But now, we know gender is more complex than that.

UNCLE JAY: Wait. Aren't we just talking about whether you're born with a hoo-hoo or a hee-hee?

DAUGHTER: When you're born, your sex is assigned in a medical way. But the sex listed on your birth certificate may not necessarily match your gender identity.

SON: Gender identity is a person's inner experience of who they are in terms of gender. Their deep personal sense of being male, female, a blend of both, or neither.

DAUGHTER: And while many people have a gender identity that's the same as their assigned birth sex, a female or male, that's not always the case because gender exists on a spectrum. Like transgender, which means a person whose gender identity is not consistent with their assigned birth sex. Non-binary, which means a person whose identity doesn't fall in the category of either male or female. And genderqueer or genderfluid, which means a person who does not identify themselves as having a specific gender at all.

UNCLE JAY: Does gender identity have to do with being straight or gay?

SON: Actually, no. Gender identity has to do with the way you feel about yourself. While sexual orientation is based on the way you feel toward others, the people you may or may not be attracted to.

UNCLE JAY: You know I really like Alex. And I can tell they're a good friend to you. But I'm still pretty confused about all of this.

MOM: That's OK. You don't have to fully understand someone to respect them. To start, try not to make any assumptions about a person's gender. And use the name and pronouns that they ask you to. Above all, be a friend or ally for people of all gender identities.

DAUGHTER: That's right, mom. Alex is here. Come on in.

ALEX: Hey, everyone.

UNCLE JAY: Oh, hey, Alex. Care for some salad? The balsamic's right from Italy, you know."

"This video expresses something that I and others have been pointing out for a long time: gender ideology is defining what it means to be a boy or a girl based on sex-related stereotypes of masculinity and femininity. For instance, they define someone who is

transgender as “a person whose gender identity is not consistent with their assigned birth sex,” and non-binary as “a person whose identity doesn’t fall in the category of either male or female.” But what does it mean for one’s identity to not be “consistent with” their sex? This is not stated. It is merely a feeling.

In 2019 I co-authored an article in *Quillette* titled “No One Is Born in ‘The Wrong Body,’” that argued: In most cases, the thing that is now called “gender identity” likely is simply an individual’s perception of how their own sex-related and environmentally influenced personality compares to same and opposite sexed people. Put another way, it’s a self-assessment of one’s stereotypical degree of “masculinity” or “femininity,” and it’s wrongly being conflated with biological sex. This conflation stems from a cultural failure to understand the broad distribution of personalities and preferences within sexes and the overlap between sexes.

When a girl reports that she “feels like a boy” or “is a boy,” that sentiment may reflect her perception of how her personality and preferences compare to the rest of her peers. If the girl has an autism spectrum condition, she may even perceive “sex-atypical” behavior that does not actually exist, and thereby falsely self-diagnose as male even without experiencing any actual male personality traits.

The complete avoidance of activist organizations like AMAZE to draw a sharp distinction between biological sex and gender identity is surely causing more confusion than clarity. In one sentence the above video appears to draw a distinction between sex and gender when they state, “When you’re born, your sex is assigned in a medical way. But the sex listed on your birth certificate may not necessarily match your gender identity.” Note how they never describe sex as a biological reality, but instead refer to sex as something “assigned” or simply “listed on your birth certificate.”

“The video then circularly defines gender as “a person’s inner experience of who they are in terms of gender. Their deep personal sense of being male, female, a blend of both, or neither.” But “male” and “female” are not identities, they are biological sexes that are wholly independent of identity. This needs to be made absolutely clear for children, because confusion about the relationship between their innate personalities, preferences, and behaviors to their sex may cause gender nonconforming children to believe that they are perhaps “born in the wrong body” and need to medically transition.”

“We should all be very concerned that organizations like AMAZE have made their way into our children’s classrooms. Despite claiming their videos are “medically accurate” and “honest,” this is far from the truth. In reality, these videos are highly ideological and are likely making children incredibly confused about sex, gender, and sexuality. If you are aware of this material being taught in your child’s class, please contact the school and voice your concerns.”

Teacher resigns in protest over CRT lessons – 8/11/2021

<https://www.youtube.com/watch?v=MCePsg7VaY&t=137s>



“Watch Loudoun County, Va. school teacher Laura Morris’s emotional resignation at Tuesday nights Loudoun Co., Va. school board meeting. The suburban Washington, D.C. county has been an epicenter in the fight over Critical Race Theory and transgender rights. After previous raucous sessions, the board Tuesday only allowed members of the public to enter in small groups to speak publicly with no audience present. That decision left many would-be attendees outside in a driving thunderstorm.

Lucketts Elementary School teacher Laura Morris told the board, “I’m a Christian woman and they’ve said they don’t want us here. I’ve found employment elsewhere.” Before her tearful remarks ended, her two-minute time expired, and the board cut her microphone off. The board meets again Wednesday for a final vote on policy 8040, which would allow students to identify as the gender of their choice, rather than their biological sex. Wednesday’s session of the board is the last before the school year starts on August 26th.”

They are asking teachers to report on one another if they speak of dissenting opinions regarding what the district wants taught. Don’t listen to me listen to another teacher in Virginia! If your child has gender dysphoria the school staff will not let you know if your child says they want you left in the dark. Bathrooms and dressing rooms are no longer gender specific. Students simply have to say they identify as another gender to use the facilities. Read more about it here:

<https://www.dailysignal.com/2021/08/12/virginia-school-board-adopts-transgender-policy-amid-parents-protests/>



They will force compliance...

Libs of TikTok – 5/13/2022

@libsoftiktok

This is unreal. A Wisconsin school district filed a Title IX complaint against 3 middle school students, accusing them of sexual harassment for using incorrect pronouns when addressing another student.

<https://twitter.com/i/status/1525168605536456704>



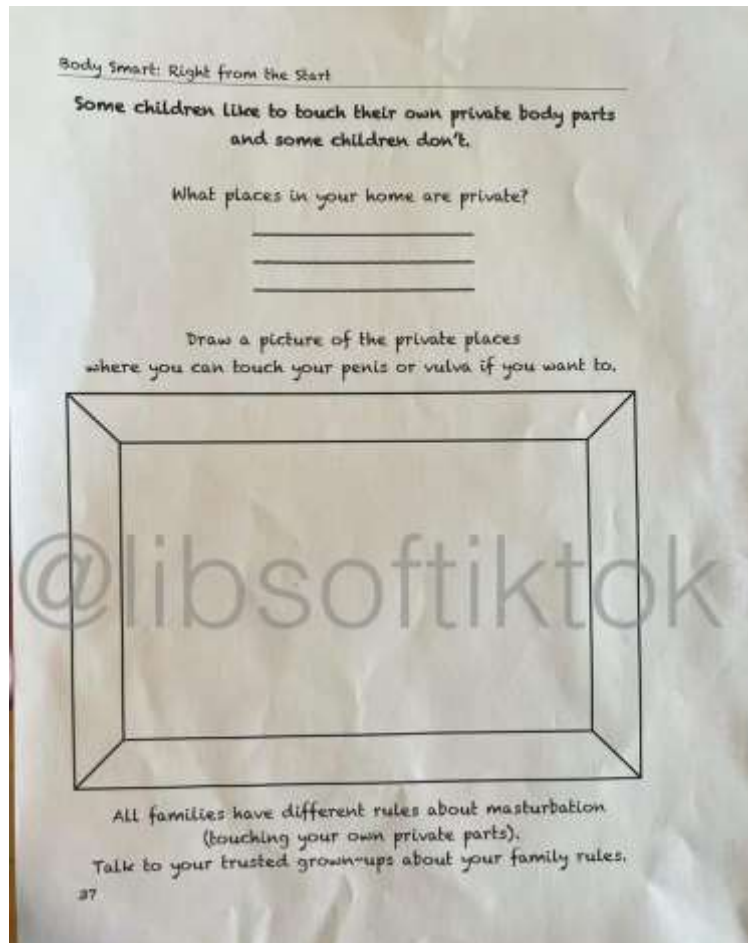
Kindergartners sent home with masturbation assignment – 5/12/2022

<https://www.libsoftiktok.com/p/kindergarteners-sent-home-with-masturbation?s=r>

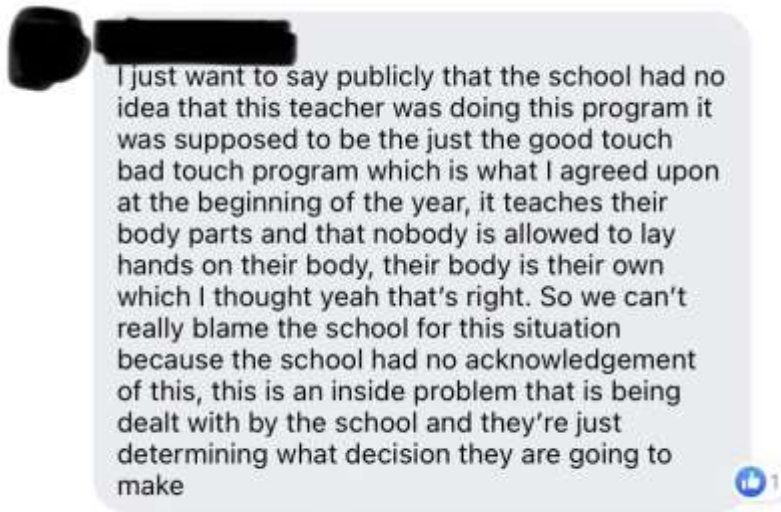


“Four-year-olds at an Alert Bay, British Columbia school were reportedly given this homework assignment on touching their private body parts. The worksheet asks students to draw pictures of places in their home where they can masturbate privately.

Here’s the worksheet the children were asked to complete:”



“UPDATE: After the publishing of this post, the Facebook user and parent of a child in the school who first alerted us to this assignment posted this confirming that the school is investigating:”



19 mins Like Reply More

The school knows and trusts the teacher or the teacher wouldn't have a job. Yes, the school and teacher are to blame.

Standing up to the School Board (In Utah) – 5/23/2022

<https://www.youtube.com/watch?v=0z8S81DTVK4>



“After sharing our concerns with the district about TikTok and explicit music being endorsed at my daughter's school, my husband Kevin spoke to the school board. We urged our school board to evaluate their policies regarding the use of explicit music used in school dance curriculums, to inform parents of all music being used in official school classes and activities, and to investigate how the principal of our school handled this situation. The decision is in the hands of the school board now!”

I inserted the video above so you'll know what sort of lyrics are in the song her 13-year-old daughter was supposed to dance to. The dance portion included a compilation of several songs so the explicit part may have been removed but it's obvious that all students would want to hear the rest of the song. The next video goes into detail explaining what happened when Ruby and her husband went above the school and visited the district representative in person. You can go to her Youtube account to find previous videos if you want additional background on this story.

Should schools be endorsing TikTok? [part 3] – 5/19/2022

<https://www.youtube.com/watch?v=6svoMz4fc> Q



“After being dismissed by my daughter's principal for sharing my concerns about teaching explicit TikTok dances at school, my husband Kevin and I met with the district administration.

This meeting revealed how much policy drives decisions, rather than principles of morality. Will the district reevaluate their policies when it comes to music and dance in schools?”

Some notable things I heard in this video include the principal telling Ruby that she approved the list of songs the dance instructor used. Ruby then asked for the list of songs. The principal said she could send the list of songs to Ruby. Then the principal admitted there was no approved curriculum or list of songs and Ruby would have to come back into the school to hear the compilation with the dance instructor and principals. Ruby then had to record the compilation and then use an app to figure out what songs were included. The school should be able to provide the curriculum being used including songs used by the PE teacher for a program.

Then Ruby called the district to discuss the local issue. She had to fill out several pages of details and submit them to the district to be able to make the appointment, She did so. In conversations with the district representative Ruby explained that the school was using parts of inappropriate songs in dance programs for young girls. Ruby used the example of racist lyrics being used in a song. Would it be ok if the girls danced to a song that had the N-word in it as long as they don't use that part of the song? The district representative agreed that the school shouldn't use the clean parts of dirty songs in dance performances. The district representative said that it never occurred to them to think about the music that is going to be played as part of the dance. They essentially created a class with musical guidelines so the instructor can do what they deem appropriate. This is a problem if the instructor picks bad songs.

Then the district representative asked Ruby to tell him more about TikTok because he wasn't that familiar with it. Ruby's husband asked the principal if he was aware of problems caused by some TikTok challenges. He was instantly aware of the problems involved with TikTok. I'm not sure if he was playing dumb or really had no idea. Ruby's daughter's dance instructor was using TikTok as a curriculum. Ruby's husband made the point that the school is led by policies and not principals. Can you see how the school is inviting social poison into the classroom by not having specific standards in this type of class? The lyrics are one thing but who decided what body movements are ok? Is it ok if 13-year-olds are twerking? To some parents, I'm sure that's just fine. I've included a list of comments on this video. You'll notice how many commenters are siding with the school and telling Ruby not to push her beliefs on everyone else. If you ever wonder why things can't change in public school it's partly because of nihilistic parents who think anything is ok. Are there no principles all can agree on that don't stray into the realm of religion? How about honesty? Is honesty really up to interpretation? I think we all know what honesty looks like. Why is the sexual morality of 13-year-old girls up to interpretation by these commenters?

This comment stood out in my mind, "While I do not agree with most parents being over protective." I don't think most parents know how protective they need to be. There is a tendency of parents to feel guilty for wanting to protect their children or perhaps they are afraid of judgment for being too protective. In some cases, parents mistakenly believe that exposure to poison helps a child's moral immune system. I think we're in this mess because parents stopped protecting their children the way they should. I applaud Ruby and her husband for caring enough to push back against the school but just look at the amount of time and hassle involved in pushing back against one issue. This might give you some idea of what it would take to make any systematic changes to the public school system. Read more comments below:

Tatum Fisher

2 weeks ago

Ruby and Kevin you guys are going to learn a hard lesson that your kids are going to get curious and will go behind your back because they can't trust you

Reply from ConneXions (Ruby) 2 weeks ago

**Children have agency to choose Truth or distortion. And how any child shows up is because of their choice. Parents cannot control how the child chooses- in either direction. Parents can simply invite and be consistent. My experience has shown me my children have learned we are one of the few people they can trust. So many adults have shown up in distorted ways (such as our lack of school curriculum) that it was BECAUSE our daughter trusted me that my daughter came to me and confided her great discomfort.
-Ruby**

Daisy Skippy 3 weeks ago (edited)

I respect your opinion and your feelings are valid but not everyone shares your morality or religion. Maybe tell your child it's okay to sit things out.. This is making a mountain out of a mole hill; this seems overly controlling.

Edit: all the songs on tiktok you can find right here on youtube and instagram.. I am wondering why tiktok is getting so much "pushback"..

Reply from ConneXions (Ruby) 3 weeks ago

Every parent should be responsible to raise their children to be characterized human beings. Many U.S. schools have unchecked control over what they teach children. It is also alarming to now see parents all over the country standing up against this control and seeing the schools "put parents in their place." This is a much bigger issue than a TikTok-based dance curriculum in one local school.

Wombat Numbat 2 weeks ago (edited)

Either homeschool your kids or put them in a private school. You have no right to demand that the school follow your religious morals any more than I would have a right to demand the school serve only vegetarian/Halal/Kosher meals!

Reply from ConneXions (Ruby) 13 days ago (edited)

Religion was never the issue. BECAUSE it's a public school parents and the public actually have a right and a duty to know what is being taught in the school. BECAUSE the school is funded by tax dollars, the school MUST provide curriculum to any who ask for it. And this is where the school failed. The school failed to disclose what was being taught. The school failed to provide a list of songs when an inquiry was made.

Melukich 3 weeks ago

a bit of a problem I have with this is principles of morality vary from person to person.... From community to community. To say we can all think the same is wishful thinking

Reply from ConneXions (Ruby) 2 weeks ago

I can see what you are trying to say. There is a difference between VALUES and PRINCIPLES. Yes, what each of us value is going to be different from person to person. For sure. PRINCIPLES are universal and apply to everyone. For example: responsibility. You are responsible for your choices even if you don't agree with responsibility. Another example of a principle is honesty. Even if you disagree with honesty... you will have outcomes of disconnect if you are dishonest.

Kayla Henderson 3 weeks ago

I don't believe for one second that the district official didn't know what TikTok is. There's no way.

Creg316 4 days ago

You seem really concerned about your kids learning moral systems that differ from your preferred one. If you're raising your kids right, why are you so concerned about that?

Reply from ConneXions (Ruby) 2 days ago

I don't know what you mean by "other moral systems"??? There is one Truth. Are you willing to acknowledge that?

the Saraha lifestyle 3 weeks ago

While I do not agree with most parents being over protective, I agree with Ruby on this. I've noticed with time younger and younger people are being exposed to topics/trends that are not age appropriate. Thank you for going to the district. It's your tax dollars and your children, more people need to make their voice heard.

Reply from ConneXions (Ruby) 3 weeks ago

Thank you for your validation! This recent video series is intended to highlight the unchecked control schools have. And it is alarming to now see parents all over the country standing up against this control and seeing the schools "put parents in their place." When school leaders are open to truly hearing what parents have to say, then positive change can begin to happen.

Klein ISD student wins \$90K settlement after being harassed for sitting out the Pledge of Allegiance – 3/29/2022

https://www.houstonchronicle.com/news/houston-texas/education/article/Klein-ISD-student-wins-90K-settlement-after-17036562.php?utm_campaign=premiumchron_breakingnews_20220329&utm_source=newsletter&utm_medium=email

<https://archive.ph/SURHY>



“A Klein Oak High School student has won a \$90,000 settlement from a former teacher following a lawsuit in which she said several teachers harassed and disciplined her for sitting out the Pledge of Allegiance, according to a Tuesday release from the civil rights organization American Atheists.”

“The nonprofit Texas Association of School Boards, which has a fund that provides liability coverage for member school districts, paid to resolve the case before it went to trial in Houston federal court, per the release. The student also sued the district but a representative said the district was dismissed from the case, a decision that was later affirmed by a federal appeals court.”

“The 2017 suit brought by an attorney from American Atheists and a Houston civil rights lawyer says a minor identified by the initials "M.O." endured discrimination and harassment for declining to participate in the pledge because she objected to the words “under God” and believed that “liberty and justice for all” is not guaranteed for people of color. She said several Klein Oak teachers harassed her over several school years for failing to stand for the pledge and that several counselors, administrators and then-Principal Brian Greeney failed to take adequate measures to protect her rights. M.O. also states that she was repeatedly bullied by other students. Most of the teachers and

administrators M.O. sued were dismissed based on qualified immunity, her lawyer said. The court found Klein ISD was not liable for the wrongful acts of its employees because it had not shown “deliberate indifference” to the student’s rights.”

“The defendant who settled is sociology teacher, Benjie Arnold. He is accused of repeatedly harassing the student during two consecutive school years. Arnold threatened he would fail students who refused to participate in the pledge, telling them, “What you’ve done is leave me no option but to give you a zero, and you can have all the beliefs and resentment and animosity that you want,” according to the release. Arnold was also reportedly captured on audio offering to pay for students to move to Europe if they didn’t like living in the U.S.” “It is incredible — the time and money spent by the Klein Independent School District to stop a student’s free speech,” Texas civil rights attorney Randall Kallinen said in a statement. “School staff need to teach the Constitution — not violate it.”

Remember when I wrote that teachers can’t be sued for educational malpractice? Notice the court wouldn’t hold these teachers personally accountable? No matter where you stand on the pledge this behavior isn’t representative of the free republic we live in. Being bullied by teachers and students for sitting down during the pledge is anti-American in my opinion. This is evidence of the purposes of education, namely the integrating or conformity function of public schooling. This function of schooling is intended to develop like-mindedness and unity in thought and habit. This should well be called “the conformity function,” because it intends to make children as alike as possible, the hive mind. People who conform are predictable and follow the herd, this is of great use to those who wish to harness and manipulate a large labor force or national fighting force. Shameful!

CRT at Brigham Young University? BYU is assumed to be one of the most conservative universities in the country ;) – 2/17/2022 (Natalie Cline is a current member of the Utah State Board of Education).

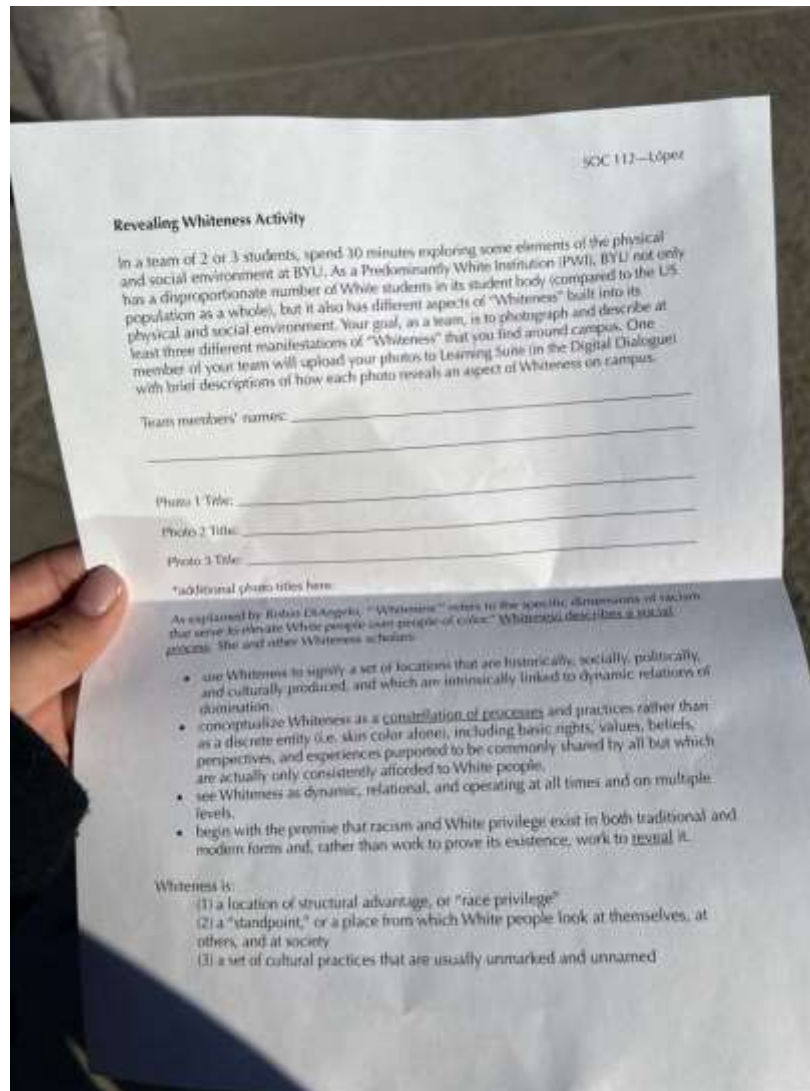


See the video compilation on you tube. These professors are merging race theory with the gospel of Christ. Can you imagine paying for your children to be instructed this way? <https://youtu.be/m0NmUKtDJrw>



“Teachings from lectures and discussions on Gender, Critical Race Theory, Liberation Theology, Feminism, Black Lives Matter, Whiteness, and many other topics. The religion of academia is alive and well at BYU. This is what is being taught at Brigham Young University. We are the biggest BYU fans, sports, academics, all of it. But what is happening at BYU is tragic. The professors have conflated the words of the prophets with Critical Social Justice and a radical leftist worldview. The purpose of this episode is awareness. And BTW, this is only a very small slice of what is going on there.”

A BYU student posted this assignment to the Facebook thread linked above. She claims it originated from assistant professor Jane Lopez's class, Sociology 112.



To learn more about why CRT is a problem please watch - 3 BYU Professors Teaching Critical Race Theory and Activism In Their Own Words

<https://www.youtube.com/watch?v=1X3vKwSRQd8&t=2350s>

Perhaps you don't see any of this as a problem. It is important to note that in most cases CRT is not taught as a study of an ism, an exploration of a concept if you will. CRT is taught as a preferred ideology of struggle that requires your child's active participation. One person on Facebook commented that they loved the idea of their child being taught new ideas as CRT was just like learning about outer space or literature. Most people learn about communism in school but hardly ever as a preferential political system, at least not blatantly so. This poster then commented that BYU is teaching adults so it's not really a problem. Technically they are adults but they've just spent 13 years sitting at desks in government/corporate-run public schools.

How well-equipped are they to defend against such ideas? Most adults entering the university today have been bathed in propaganda in and out of schools since they were young. CRT also preys upon your child's sense of justice and takes advantage of a burning desire to NOT be a racist. CRT is just neo-Marxism and it doesn't belong anywhere near young people trying to become educated.

New York Creating Race-Based School 'Affinity Groups' To Combat Racism – 11/19/2021

<https://reason.com/2021/11/19/new-york-creating-race-based-school-affinity-groups-to-combat-racism/>

<https://archive.ph/VqrOb>



"This optional program was developed in close coordination with both the School Leadership Team, PTA and families," New York City Department of Education (DOE) spokesperson Nathaniel Styer told the Post. "[It is] abundantly clear to both students and parents that anyone can opt-out of this two day celebration if they desire." "Celebration" seems an odd word choice to describe a racial sorting exercise for pre-pubescent. "How disgusting to divide 11 year old friends & classmates by race in 2021 NYC," tweeted former District 2 Community Education Council member Maud Maron, a noted critic both of pandemic school closures and diversity, equity, and inclusion (DEI) initiatives. "Segregating kids is wrong. (Even if some expensive DEI consultant, who has run out of real racism to battle, tells you to do it.)"

"It's not enough to be, 'not racist.' That's just complicit," Matt Gonzales, an affinity group advocate and member of New York Mayor Bill de Blasio's School Diversity Advisory Group, told the New York Post last year. "I think the idea around white allyship is that we want white people to be actively anti-racist."

What appears on the coasts will soon reach middle America. I don't care which public school your student goes to, this poison will reach their school eventually. If it can happen at one of the most conservative schools in one of the most conservative states it can happen anywhere. Here is a link to a web site created by a Cornell Law School professor that tracks where CRT is popping up in K-12 and "higher" ed: <https://criticalrace.org/>



Libs of TikTok – 5/13/2022

@libsoftiktok

Students at a @BrooklinePublic school had a “day of racial reform and solidarity” yesterday. This was a “critical race practitioner’s” speech complaining about racism & her white privilege while advocating for CRT. Unreal

<https://twitter.com/i/status/1525300734966657024>



WHAT'S REALLY HAPPENING IN MURRAY CITY SCHOOL DISTRICT? - 5/22/2022

<https://www.utahnsagainstcommoncore.com/whats-really-happening-in-murray-city-school-district/>

<https://archive.ph/aOo8F>



“If you want to know what some teachers are inflicting on children to confuse them about gender and sex, here’s your dose of reality from right here in Utah, brought to you by these two fine ladies you should vote for in upcoming election races: Laurel Fetzer (running for state school board seat 5 covering Murray, South Salt Lake, Glendale, and part of West Valley)

<https://www.votelaurel.org/> April Wilde Despain (running for Murray school district seat 3) <https://www.aprilformurray.com/>”

This story tells the story of two women fighting back against a pernicious local school district and its sneaky policies. The Murray school district created an equity counsel right after the schools shut down for Covid. Despite these parents being active for decades in their district and had no idea the equity counsel was formed because parents weren't involved in creating the counsel. These parents happened to see that the equity counsel was holding an online summit for the counsel on a newspaper website. They didn't send out any notices to parents that this summit was taking place. In this summit becoming a classroom activist was discussed. This story shows how fast and loose this district plays with the curriculum. Parents across the country are concerned about the sexualization of children and the teaching of CRT. Often they are told CRT isn't taught in schools. The Murray school district worked with the equity counsel to create book bundles. These book bundles evolve depending on the situation.

Some of these books involve anti-racist and LGBT themes. These are CRT books. Just because it isn't included in the official curriculum doesn't mean it isn't being taught. Parents aren't told which books will be read in class. They add books on the fly. The principal and district act in

deceitful ways that undermine parental trust. The district worked with a local news agency to write a one-sided editorial to make the parents look like homophobes and bigots. In the end, these two parents had to file a GRAMMA request and pay thousands to get to the bottom of things. Please watch all four videos. They did a great job documenting this process. This is a textbook case of what parents are up against when dealing with some districts. The district doesn't want input from parents on non-negotiable topics.

Video 1

<https://rumble.com/v12ut3o-whats-really-happening-in-murray-city-school-district-part-1-of-4.html>



Video 2

<https://rumble.com/v130fc8-whats-really-happening-in-murray-city-school-district-part-2-of-4.html>



Video 3

<https://rumble.com/v12uyif-whats-really-happening-in-murray-city-school-district-part-3-of-4.html>



Video 4

<https://rumble.com/v12v0xd-whats-really-happening-in-murray-city-school-district-part-4-of-4.html>



NYU Course Using Taylor Swift Music to Teach Students About 'Whiteness' and 'American Nationalism'

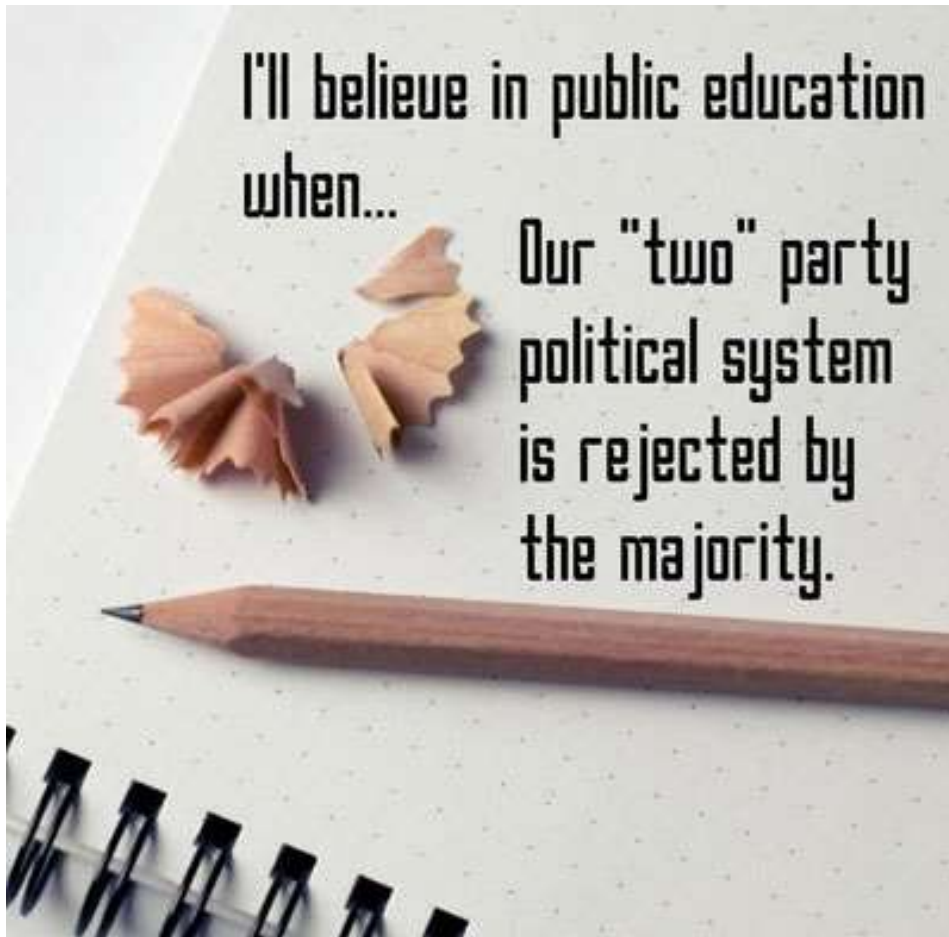
<https://legalinsurrection.com/2022/02/nyu-course-using-taylor-swift-music-to-teach-students-about-whiteness-and-american-nationalism/>

<https://archive.ph/3gndt>



“This semester, students at the university’s Clive Davis Institute of Recorded Music are taking a class on the music star. But according to the course description, which Variety obtained, the class has a political focus. “Through readings, lectures and more, the class delves into analyses of the culture and politics of teen girlhood in pop music, fandom, media studies, whiteness and power as it relates to her image and the images of those who have both preceded and succeeded her,” the course description reads.”

No, this isn't a joke! You too can pay for a class about Taylor Swift and racism. "get good grades junior so you can get into a good college and learn about how Tay Tay relates to your whiteness."



12:16



Posts

and 3 others

Is it ok to question what role public education plays in our political system 😊 With over 12,000 hours of "instructional" seat time from age 5-18 I think it's ok. This doesn't include all time spent in school or doing homework. How all children are educated plays into this. I'm singling out public school because that is how the majority are educated. The majority dictates what is accepted and what isn't. Certainly an educated populous would prefer more than 2 choices. I know many people see the left and right are on the same team but they are still the minority. The rest are voting lesser of two evils and nothing ever really changes. If education isn't the answer I can't think of another.



But school teaches civics and the function of government! Yes. So why are we still in this predicament if that were enough. But you don't want the government or teachers indoctrinating your kids or telling them how to vote! Of course I don't want that. We could focus more on teaching self governance, critical thinking, logic, philosophy, and the impacts of government policies. Perhaps they could reduce test prep time and focus on the real world kids will be creating. We've heard that children are our future forever. But the parents can teach the kids about politics! Where were the parents educated? In a government school of course. I know parents are often considered the problem in education. I've heard it with my own ears from teachers and admin. If the public education system is the best why does it turn out so many clueless parents? Do the admin and teachers understand when they bash parents they might be bashing the teachers who came before? Or maybe we can just agree that nobody is perfect and people should be thought of as individuals but the problems remain. Blaming without solutions fixes nothing. All I'm really saying is let's do better. If we can't change public school quickly then find that alternative. Coke and Pepsi are different but I guarantee both companies want you to be a soda drinker. Who thinks the system we have is the best we can do? Feel free to question without accepting any of this 😊

August 24, 2020



School Psychosis

Psychosis is an abnormal condition of the mind that results in difficulties determining what is real and what is not real. Symptoms may include delusions and hallucinations, among other features. Additional symptoms are incoherent speech and behavior that is inappropriate for a given situation. Watch this video interview featuring Dr. Marc McDonald. He offers some insightful information on why public school is a problem:

Take your kids out of schools now – 6/7/2022

<https://www.bitchute.com/video/a8HhQiryVlvb/?fs=e&s=cl>



Please review the other examples of school psychosis below:

Back to school - 4/22/2022

TRIGGER WARNING: This is anecdotal evidence of problems in a public school classroom. Read at your own risk and feel free to completely disregard its truthfulness based on the anecdotal nature of the story. I mention this because some people discount a story if the facts can't be sourced through a dozen different sources. This story is based on a phone conversation that took place between my cousin and I. My cousin who has four children and is currently pregnant with her 5th child had been homeschooling her children before a difficult pregnancy coupled with planning an interstate family move was a little too much stress so she hesitantly decided to re-enroll her children in the local public school near her home.

Within a short period of time the teacher of her eight-year-old daughter (let's call her G) began to express concern that G was experiencing some difficulty in math. My cousin had been working with G using manipulatives so she asked the teacher if manipulatives were used in class. The answer was an emphatic, "no, G will hopefully start catching on without them". Over the following days, G commented to her Mother that her teacher yelled all the time and that bothered her. G reported that one boy, in particular, took the brunt of the yelling. G said the teacher would get mad and rip pages from this little boy's notebook and crumple them in front of the class.

These episodes left the boy in tears while the class looked on. Perhaps the teacher was making an example of him to keep the rest of the class in line. Whatever the reason this shows even teachers can be bullies and school trauma is a reality for some kids. I believe this trauma follows many children into adulthood. Imagine how flattened your self-image would be if a teacher did this to you. Perhaps it did happen to you.

One day the class took a field trip. On the bus ride, G sat next to her teacher. My cousin said G commented that she thought her teacher was pretty nice after all. G had a great conversation with her teacher about the teacher's love for the outdoors and hiking. On Friday, February 11th my cousin volunteered to help host a class Valentine's Day party. During this party, my cousin noticed a few strange things. The first strange thing she noticed was that all of the windows had drapes with mountain prints drawn shut over all of the windows. G mentioned to her Mother how this bothered her and how she was much happier in the room across the hall with the windows.

This might sound like a small detail to some but I can see how being able to look out a window would be much nicer for anyone. She never inquired why the drapes were closed but my guess is to keep the children from being distracted. When you add so many little violations of the soul together I can see how young children become restless. My cousin set up a game for the children while the teacher quarantined herself at her desk doing teacher stuff while the volunteers helped the children with little activities. We both thought this was a bit surprising. As my cousin helped each child with the game one little boy seemed to be different from the rest. He smiled but didn't speak as my cousin tried to interact with him.

She knew he wasn't deaf based on how he was responding but couldn't understand what was going on with the boy. Then she had the idea to speak to the boy in Spanish and she was finally able to help him play the game. Nobody had mentioned English as his second language. Luckily my cousin knows some Spanish or this boy would have been pretty bored. Perhaps the teacher could have mentioned something before the party or at least been emotionally present to help the situation. After the party, my cousin felt the distinct impression that she had to pull her kids out of school after only two weeks of enrollment. The following Monday (Valentine's Day) my cousin drove to the school to un-enroll G. Unfortunately the teacher had left on vacation so all of the school materials had to be turned in to the sub. My cousin drove away knowing she made the right decision for G.

A few weeks later G's friend (and former classmate) came over to play. At one point G's friend told a very disturbing story. G's friend said that when the teacher returned from vacation she saw the notice of un-enrollment and exclaimed, "Oh thank God G is gone" in front of the entire class! How's that for teacher of the year? I get the impression this teacher is only there for a paycheck. My cousin said this "teacher" has made little comments in class about how they don't pay her enough to deal with x or y. Some teachers are genuine heroes who deserve support and praise but others are dangerous.

After my own life experience and writing this paper I'm not sure what the ratio is anymore. It isn't just "a few bad apples" that's for sure! I'd be happy to debate that claim with anyone who holds an opposing view. Imagine what stories I'd have to write if my cousin left her kids in school for more than 2 weeks. Our children have experienced similar things when we've trialed public school. Sometimes you have to take the wrong road to know what the right road is. My cousin is extremely busy but she and her husband will be contacting the principal to sit down and discuss this issue.

The first step will be to email the Principal and cc the district superintendent, and her G's former "teacher". My cousin is having a baby within the next 10 days, moving a few weeks later, and the end of the school year is approaching fast. My bet is this gets a standard reply hoping my cousin will drop it. My cousin wants to ensure there is some sort of paper trail showing how this teacher treats children. Unfortunately when I research any given school tragedy a common theme is that the teacher in the center of the story has been in trouble before.

Sadly teachers are given a pass too often or moved to another school to harass other children rather than being fired. If you experience something like this I strongly encourage you to report it to the school and police if warranted. Things need to change! My cousin told me she will let me know how this ends. I'll add the update when I hear from her. The beauty of this living research paper is I can easily add updates to older stories.

I'm dedicated to sounding the alarm for those parents who aren't fully aware of what is going on in the public miseducation system.

<https://www.youtube.com/watch?v=alpqC8kkMe4>



Youtube comment from Benson 1 year ago

“dude, that first one kinda hit me in the feels. i was treated that way my entire school life. i have adhd and learning disabilities like you wouldn't believe. and hearing the teacher compare the student to everyone else is straight bullying. also with the screaming too. unbelievable. sure, the calculator might be easy to control for you but not other people. hell, it took me an entire school year to figure out my calculator. i'm serious.” 3.5K likes

<https://www.youtube.com/watch?v=mnZTQz2A-o>



This is an example of teachers and students acting badly. I'm not taking sides, just pointing out that something in the system is broken when people act this way. Parents play a role as well but there are particular circumstances where the atmosphere of school itself promotes anti-social behavior.

<https://www.youtube.com/watch?v=18-cuKF1Pew>



The first teacher in this video sounds particularly dangerous. In the second clip with the angry bus driver, I can see the frustration of both aggressors but the rest of the children shouldn't be pulled into this. When you set the stage for problems you're going to have problems. What do they do, fire the bus driver, suspend the student, hire 5 more adults to ride the bus and supervise, and Run 2 more buses so there are fewer students on each bus? This is a display of more of the systematic problems that can't be practically solved so they will fester year after year.

<https://www.youtube.com/watch?v=RCJ6Z4ECyrM>



<https://www.youtube.com/watch?v=VCqefi7Z8Do>



I have to admit, the last clip got me. After all of the other clips, it was believable so I don't feel bad thinking it was real. The other clips in this video are appalling but they are great examples of the systematic psychosis going on between students and teachers. The odds of your child being a part of or witnessing this psychosis are pretty high. In some of the dialogue, you can hear the underlying frustrations like “ they don't pay me enough for this” etc.

A disturbing audio recording made inside an elementary school classroom in West Virginia

<https://www.youtube.com/watch?v=-ci-R42cRtQ>



These “teachers” are threatening non-verbal students?? The teachers were put on “paid” administrative leave? These sickos were being paid with tax dollars.

Dad Secretly Records Disabled Son's Teacher; Verbal Abuse Caught on Tape | Nightline |ABC News

<https://www.youtube.com/watch?v=vmPL1K9ucgQ>



I find it interesting that the news anchor has to point out what great heroes our special needs teachers are. That instinct to defend the system in the face of criticism is dangerous because it errors on the side of teachers rather than the truth. Without these recordings, we would assume these “teachers” are heroes just like the rest. We should eliminate automatic trust in any profession.

Substitute Teacher Caught Beating Female Special Needs Student On Camera – 11/11/2019

<https://www.youtube.com/watch?v=8FsbJGrHcgk>



“The 32-year-old teacher has been fired and charged with aggravated assault after a violent outburst. The attorney for the family of the special needs student tells NBC News that the 16-year-old special needs student is now suffering from blurred vision and memory loss.”

After the attack, the district issued a statement saying, “under no circumstance is that behavior tolerated at Lehman High School.” Well, it happened so I guess they better make that policy clear to teachers responsible for special needs students. Watch the video, her punches looked like wild full power swings. The fact that the teacher is standing and the student is sitting makes it even more savage. Then she stomps the student's head? This is a special needs student who now has additional physical, mental, and likely emotional problems to deal with... I guarantee this woman had a background check.

It turns out this woman verbally bullied another student before this and the Mom filed a complaint. The district said it couldn't have known about this teacher's issues before the attack. Now they will compile a centralized registry of all complaints against substitute teachers with the district's human resources department regardless of severity. Hey what a great idea! Why wasn't that in place already? It seems like common sense. Here is that story. Why did it take a TV news report to create safety protocols that should have already been in place?

Hays CISD substitute teacher accused of assaulting student had previous complaint | KVUE – 11/12/2019

<https://www.youtube.com/watch?v=tYKXJdJcQTY>



“Hays CISD is changing a district policy because of a report from KVUE.”

Video shows NYC teacher attacking teen – 2/18/2022

<https://nypost.com/2022/02/18/video-shows-nyc-teacher-attacking-teen/>

<https://archive.ph/UhKTP>



“A Queens gym teacher was arrested after he was caught on camera allegedly slamming a 14-year-old boy against a wall and hurling him to the floor. Colin McNally, 58, a physical education teacher and boys’ varsity tennis coach at Benjamin N. Cardozo High School in Bayside, got into a confrontation with the teen at 11:15 a.m. Wednesday, police said. The teen had been playing basketball in the school’s gym when McNally grabbed his ball for an unspecified reason, prosecutors said. The teacher started walking the basketball to the dean’s office as the teen continued to ask him to give it back, according to a criminal complaint. The teen appeared to try to take the basketball when the teacher suddenly grabbed him by the jacket, slammed him against a hallway wall and then threw him to the floor, footage obtained by WABC-TV shows.”

I would guess words were exchanged and the teacher took the student taking the ball as an affront to his authority so he snapped to ensure the student knows who is in control. Mr. McNally was arrested for endangering a minor. It’s just another ordinary day in public school...

Pre-school Georgia teachers caught on camera allegedly abusing kids – 6/7/2022
<https://nypost.com/2022/06/07/pre-school-georgia-teachers-caught-on-camera-abusing-children/>
<https://archive.ph/MyBgZ>



“Two pre-school Georgia teachers were arrested after a live camera feed caught both teachers abusing pint-sized students. The footage obtained by WSBTV shows one teacher stepping on the fingers of a child and then bumping another student with her knee from behind. Another teacher can be seen using her finger to push a student’s head back after getting in the child’s face. Parents watching a live feed of the classroom witnessed the incident. Zeina Alostwani, 40, and Soriana Briceno, 19 were both arrested on cruelty to children charges by Roswell police. The incident occurred in a three-year-old classroom at the Parker-Chase preschool in Roswell, according to WSBTV.

Two parents watched it as it happened. “I saw it but I was like no I didn’t see that,” parent Gloria Barghi told WSBTV. She and parent Brant Duncan rushed to the school and demanded the teachers get away from the kids, WSBTV reported. The victims’ parents and police were contacted. The parent of one of the victims, who did not want to be identified, also spoke out. One of the teachers is seen stepping on the fingers of a pre-school student. One of the teachers is seen stepping on the fingers of a pre-school student. “It was a matter of seconds, and knew what we had seen was deliberate and my stomach was just in my throat at that point,” she told WSBTV.”



One of the teachers is seen stepping on the fingers of a pre-school student.
WSBTv

The last story involved a teenager but now we’re talking about 3-year-olds and the parents can watch their children on a live feed. If teachers will do this to very small children in front of parents how do you think they’ll treat older children when nobody is watching? How many stories do I need to post before you will believe abuse in public school by teachers, other students, bus drivers, and even admin isn’t that rare? What about the stories that are never reported? This is disgusting. Hold your children close and watch over them, it’s your number one job.

Lawsuit: Klein ISD staff failed to report sexual assault of sixth-grader by a classmate to police – 3/29/2022

<https://www.houstonchronicle.com/news/houston-texas/education/article/Lawsuit-Klein-ISD-staff-failed-to-report-sexual-17018542.php>

<https://archive.ph/gT4XV>



“The complaint filed last week claims multiple adults at the 11-year-old boy’s middle school, including administrators, knew of the abuse and did nothing. The boy was physically injured and has suffered emotionally. The alleged abuser has a history of bullying, according to the suit.”

“Justin Elbert, executive director of communications for the district, said the school system does not comment on pending litigation. “Providing a safe environment for all students is always the district’s highest priority,” he said. “Allegations of misconduct, including but not limited to alleged bullying, assault of any kind or harassment, are always fully investigated by school administration and, if criminal conduct has been alleged, by the Klein ISD Police Department. Students found to have engaged in misconduct receive consequences in accordance with the Student Code of Conduct and the District Attorney’s Office.”

“According to the complaint, the 11-year-old first began experiencing harassment and bullying in fifth grade from the same student he says sexually assaulted him. The bullying included verbal and physical harassment, the lawsuit says.”

“Last August, the suit says, the victim was packing up his backpack at the end of class when the classmate, who has a known history of bullying that went unchecked by district staff, shoved his fingers in the boy’s rectum, causing him to bleed and fall to the ground. A substitute teacher who was in charge of the classroom at the time took the boy to see the school nurse after the incident, court documents say. The boy was taken to a hospital emergency room by his mother when she learned what happened, court records say. Two doctors who treated the child confirmed had been sexually assaulted, according to the complaint.”

“When the boy’s mother spoke with administrators, at least two of them played down the assault, insisting it was “‘horseplay’ and ‘roughhousing’ between two kids” and “nothing to the level of anything major going on,” the lawsuit states. According to the suit, one Klein employee told the boy’s father that the assault did not meet all criteria on the district’s “bullying checklist” and therefore was not something the school system could take action against.”

“The suit also claims no district staff offered resources or support to the boy or his family, in violation of Title IX guidance and Klein ISD policy. The school also ignored pleas from the child’s mother to move the classmate who assaulted him from the boy’s class, according to court filings, and to this day the boy is forced to interact with his alleged abuser throughout each school day.”

The only thing I have to comment on is we've experienced this administrative inaction over violent attacks on our son by another student. It didn't rise to this level of depravity but it wasn't easy to get the school admin to do anything about the other student. I'm shocked at the severity of the attack in the story and administrators insisting this was horseplay. This is sick! This family is going to get a settlement for this and they should. At least the teachers and admin had a background check proving the legal system doesn't know about their participation in violent attacks but these background-checked adults don't seem to have any issue letting an attack happen. Schools can't guarantee your child's safety in the same way you can. Ditch the system!

Alarming' sexual assault trend hitting Kansas schools – 3/2/2022

<https://www.ksnt.com/news/kansas/alarming-sexual-assault-trend-hitting-kansas-schools/>

<https://archive.ph/bccxd>



“An “alarming” trend circulating nationwide is now a concern in Kansas schools, according to a state child advocacy center. Some children have viewed “the oil check” trend, which involves sticking fingers or objects up another person’s anus, as a joke or “prank.” But, according to LifeHouse Child Advocacy Center, which works with several agencies, including law enforcement, as part of a multi-disciplinary unit, it’s something that is in fact sexual assault.

“What we’re also seeing is much more violent incidents like that where a person is violently assaulted,” Jill Shehi-Chapman, Program Director/Forensic Interviewer for the advocacy center, said. “Situations where a juvenile is taken by force, or clothing is removed by force, and then having that attempted penetration into their anus.”

“The organization, located in Topeka, is part of 17 child advocacy centers in the state. Kelly Durkin, the Executive Director of the advocacy group, alerted Jackson County Schools and Shawnee County Schools about this matter in an email this week. Information was shared talking about an alarming trend that is currently taking place where youths are inserting or attempting to insert fingers or objects into another person’s anus in an act that is being called “checking your oil” or “the oil check”. It prompted some school districts to spread awareness about the growing concern.

According to Shehi-Chapman, the issue is not just isolated to Kansas, but is also occurring across the nation. Videos of the trend have been posted on some social media platforms like TikTok. Shehi-Chapman said that in Kansas schools they’ve noticed an “uptick” in these cases as well, along with other more aggressive or “violent” incidents related to the trend.”

Imagine sending your child into a Kansas public school system to be a shining light in the world and something like this happens to them. Are they a light in the world or a sacrifice to the world? Are they prepared to take on evil like this? This trend is PRISON activity happening in middle schools across the country. What will it take to wake you to the ugly realities of public school psychosis? As a parent you'll be there to drive them to the ER, hold them, and pay for counseling but as parents shouldn't we focus on preventing damage rather than allowing and repairing the damage? Most parents would agree with that and yet the school system is given the benefit of the doubt until something happens. I hope to awaken protective parents with all of

the evidence I've documented in this paper. I couldn't make this stuff up and it isn't hard to find. Something else this illustrates is your sons are targets as well as daughters.

The sexual assault of girls and women by boys and men is front and center in the mainstream news but boys are in danger as well. We should defend our sons before tragedy happens. If I can find this many incidents how much of this iceberg is below the waterline? How many children say nothing and live with the pain? How many children will never form into the adults they should be because of mental or physical violence at the hands of classmates? How many children will be punished for "poor grades" when the poor grades might be the result of educational psychopathy?

Parents react to Union County Schools superintendent's sudden resignation – 1/10/2022

<https://www.youtube.com/watch?v=TnsbCsGEQUw>



“The superintendent resigned during a meeting with parents who were upset with the bullying and violence in Union County Schools.”

Students in this district are following an Instagram account that features videos of fights and attacks between students. The superintendent just quit during a school board meeting to discuss the bullying/violence issue. Perhaps the highest-paid employee in the district should stick it out and be accountable to the taxpayers. Bullying for entertainment is disgusting!

When We Lose the Right to Call Ourselves Professionals – 10/16/2017

<https://www.cultofpedagogy.com/confinement-handcuffs/>

<https://archive.ph/rbozc>



“Some schools have a practice of putting students in a plywood box that only opens from the outside as a form of punishment.”



“If a school has resorted to these kinds of techniques for controlling student behavior, those in charge have lost the right to call themselves professionals. We’re supposed to be the trained ones, the ones with expertise in child development, the ones who know how to de-escalate a conflict or pick up on early signs that a child is having a bad day and nip things in the bud proactively.”

Embedded video links from the story above:

Kentucky officer handcuffs 8-year-old boy who suffers ADHD: ACLU

<https://www.youtube.com/watch?v=U4VU-2XXFp0>



Police Officer Slams S.C. High School Student to the Ground

<https://www.youtube.com/watch?v=qBSrcdcaqXo>



5-year-old Florida student facing an assault charge after attacking teacher, police say – 3/5/2022

<https://www.ksat.com/news/local/2022/03/06/5-year-old-florida-student-facing-assault-charge-after-attacking-teacher-police-say/>

<https://archive.ph/vlKfD>



“An incident report stated the student was in a “cool down” room after he and a 4-year-old started to throw things around and flip chairs. The child reportedly used his fists and feet to hit his teacher. When officers arrived at the school, they found the teacher sitting on the ground against a wall. The teacher was feeling “faint,” “weak, and dazed,” according to WKMG. The teacher was taken out of the classroom on a stretcher by fire personnel and then transported to an area hospital.”

While this may or may not have been a case of school psychosis since we’re talking about very young children who are new to the system it shows how early other children can be exposed to the dysfunction of the public school system and other children. If this 5-year-old child can leave an adult teacher dazed and confused what danger are the other 5-year-olds in? The teacher might not be much protection. The teacher placed the child in some sort of calm-down room (see plywood room above) which is where the attack happened. What might happen to other children before the child is placed in a box?

Now let’s imagine this happens with a 12-year-old or a man-sized 15-year-old. The only defense will be calling other staff over the radio. What happens while the teacher waits for another teacher or school officer? Sadly, some children just can’t be around other children or need a very specialized and controlled environment. Public schools will do whatever they can to make the system work before they remove the child even if that exposes other children to danger.

I wrote earlier about your child sitting next to future inmates. While this case may be related to mental illness it still reinforces what I wrote. If you are a victim of violence it doesn't matter why the perpetrator commits violence, your child is hurt. Which teacher/class your child ends up in and who your child sits next to in that class involves chance or possibly a seating chart. Another thing this story teaches is that violence can be contagious. Some children are activated by violence. When a child sees one child getting away with something they often join in.

If a teacher can't even achieve crowd control how in the world can they accomplish teaching? The design of the system asks teachers to do the impossible. Why would you involve your child in a system that is designed to fail? The intelligence and passion of a teacher cannot overcome the system. If your child does well in the public school system it is despite not because of the system that they do.

I'm not sure why this child acted out like this but it brings up another issue I've been thinking about lately. What impact does removing a baby from its Mother for placement in daycare at 3-4 months old have on the child? Does the school psychosis I'm pointing out in K-12 stem from early placement in low-quality daycare situations? There have been many studies on this topic. I'll let you search for those on your own to dig into the details but there is evidence to support the conclusion that early daycare placement can lead to negative social outcomes later on.

Essentially the conclusion I saw is that "high-quality" daycare won't create problems but low-quality daycare will create issues. What level of quality care or most children getting? Answering that question depends on the definition of high-quality daycare. My wife was in daycare and she's told me horror stories of her time there. A close family friend has run a daycare from home for 30+ years and I know she is a good woman who I would trust with my own children. The heart of my question is really about the effects of separating an infant from the Mother so that the baby is cared for by one or more employees for 40 hours per week and what if any psychological problems that create later on.

Keep in mind day care centers experience turnover and some families move which can interfere with having one consistent person for the child to attach to. Besides breastfeeding is there a biological need that a child can only get from its mother or do these special needs for the mother end at the birth canal? The Ethological theory might explain why it's important to have the Mother or at least one consistent caretaker through early childhood to enhance attachment security and avoid confusion.

What Is Ethological Theory? - 8/24/2018

<https://www.bioexplorer.net/ethological-theory.html/>

<https://archive.ph/0Ck58>



“What is Ethology?”

The word ethology comes from the Greek word “ethos” meaning character and “logos” meaning “study of”, and from the Latin word “ethologia” which means “mimicry” or the art of depicting characters by copying behaviors. Ethology involves the study of animal behaviors by observing, describing, and evaluating them in the natural setting. Ethology, unlike any field that study behavior, ethology does not only consider the environmental factors that affect behavior but focuses more on the physiological, genetic, and evolutionary factors that affect these actions.”

“In humans, the phenomenon of filial imprinting occurs even earlier. It generally starts when the embryo itself begins to recognize the own voices of its parents. Like the geese, there is also a period in human development where the child is very sensitive to information, and the exposure to these bears huge impacts in the course of development. This is called the critical period. It is believed that the absence of a critical period in a child’s early life can make it hard for him to develop some functions later. One of the most famous examples of a “critical period” for human children is the acquisition of language. “Attachment” is also an evidence since it promotes the survival of infants. Humans and other primates tend to develop certain signalling behaviors that attach themselves to their parents. Some of these include crying, smiling, and even babbling. Studies revealed that these mechanisms are innate and are not learned because children who were born deaf and blind also do the same things.”

If a child doesn’t become securely attached to the mother during a critical period what are the consequences? Is seeing your infant baby at night and on weekends enough to guarantee attachment? The development of a child happens 24/7 so I think it’s logical to assume a child might be missing out on something. Unresolved trauma in parents is one of the biggest predictors of how attached a child will be. This problem of insecure attachment appears to move from one generation to the next. If you were placed in daycare and suffered trauma (insecure attachment to your parent) then you are likely to pass this on to your child.

If you put your child in daycare it would logically follow that the risk of insecure attachment for your child might be even greater. What is the result of an insecurely attached society? Insecure attachment of children to a parent is neglect at best and abuse at worst. So is not feeding your child. I understand some situations require daycare but many may not. The priorities of the parent often supersede best parenting practices. If they knew this could be damaging to their child and other children perhaps their priorities would change. If you have to give up a living standard, vacations, and even perfect financial security to save your child and their children from attachment insecurity would you?

Going back to the 5-year-old who beat his teacher I don’t have enough information to know what caused the child to act like that. I believe attachment insecurity has the potential to create and or awaken sociopathic behavior in children and adults. You’ll have to decide if I’m right or wrong. Imagine having hundreds of children with varying levels of attachment insecurity trapped in a confined space together for 6 hours per day. Now imagine claiming this to be the best way to socialize a child. It may be a test of survival of the meanest but this unnatural arrangement is no way to socialize anyone in polite society. I hope the evidence in this section on school psychopathy will at least let you question the health of the public school system.

Here is an informative video about the importance of attachment:

<https://www.youtube.com/watch?v=31IRY9rFCml>



Parents seeking answers after 7-year-old autistic son seriously injured at school

<https://www.youtube.com/watch?v=jjjOyoPcejs>



“The system can’t talk about it because this involves a student”. It involves ALL of the students if there is danger inside the school. Every single time there is a problem the schools shuts up about it and hide behind excuses. How will parents know the school environment is safe if they never hear the end of the story?

Jimtown High School teacher captured on video striking a student asks for early retirement – 3/2/2022

<https://news.yahoo.com/jimtown-high-school-teacher-captured-184250456.html>
<https://archive.ph/ljqkA>



Indiana Teacher Faces Battery Charges After Video Shows Him Slapping Student

<https://www.youtube.com/watch?v=pPLX36ReAes>



This case is sad and interesting for several reasons. The teacher in question is a 40-year teaching veteran who attacked a child just months before his planned retirement. On the day of the attack, he immediately applied for early retirement. He retired before they could put him on paid admin leave. What in the world would possess a veteran teacher to attack a much smaller teen the way he did? I guarantee if that student was his size he wouldn’t dare to attack him. Even if the child mouthed off to the teacher about a dress code issue there is no justification for an attack like this. If he is a veteran he should know how to deal with this sort of thing or perhaps veteran just means he was able to avoid getting fired for 40 years rather than he was skilled teacher.

This shows that 40 years of background checks and experience still don’t guarantee student safety. As you can see in the district press release they give lip service to their dedication to student safety: “The safety of students attending Baugo Community Schools is our highest priority and greatest responsibility. When anyone, including a teacher, undermines that priority and responsibility, swift action must and will be taken to safeguard Jimtown students. Anything less cannot be tolerated.” Well, a child is still hurt so none of that mattered. Mike Hosinski clearly didn’t share the same dedication. How dare you Mike! You are charged with a sacred responsibility and you failed. I don’t care that you’ve invested 40 years in a teaching career. Perhaps Mike should have retired sooner or someone should have seen warning signs. Mike was even teacher of the year in 2020!

Congratulations Mr. Hosinski: JHS Teacher of the Year - 5/7/2020

<https://twitter.com/JimtownHigh/status/1258353914400911360>
<https://archive.ph/iKMqg>



The other strange thing about this situation is the students held a walkout in support of the teacher. Many community members voiced their support for Mike. A change.org was created, likely by a student judging by the poor writing and spelling. The campaign ended with 1,345 supporters. How in the world does a violent attack on a student elicit support for the attacker especially when the attack is on video? There’s no question about guilt and still, the community

supports the attacker. This is a classic case of the built-in protection of the system I wrote about earlier in this paper. It's a weird type of community Stockholm Syndrome that will defend the public school system and its workers in a case like this.

The Baugo Community Schools press release letterhead header says, "Small School Feel – World Class Education". It should say "Baugo Community Schools – We'll kick your child's ass if they wear a hoodie to class" but that's a little too long. The "teacher may get his retirement but he's still facing 6-24 months in jail. I believe in redemption but I hope Mike gets the full penalty. Perhaps someone will pick on him there. Besides the major breach of public trust and the size disparity between the attacker and victim, this teacher was being paid while acting like this. We should always side with the victim.

I would guess this isn't the first time Mike did something like this, he just got caught this time. If he will violently attack a student what regard does he have for the minds of those he teaches? Educational malpractice will never have any consequence and could last even longer than a slap in the face. Unfortunately, it's much harder to find proof of that by looking through news reports. School psychosis causes everyone in the system to do crazy things.

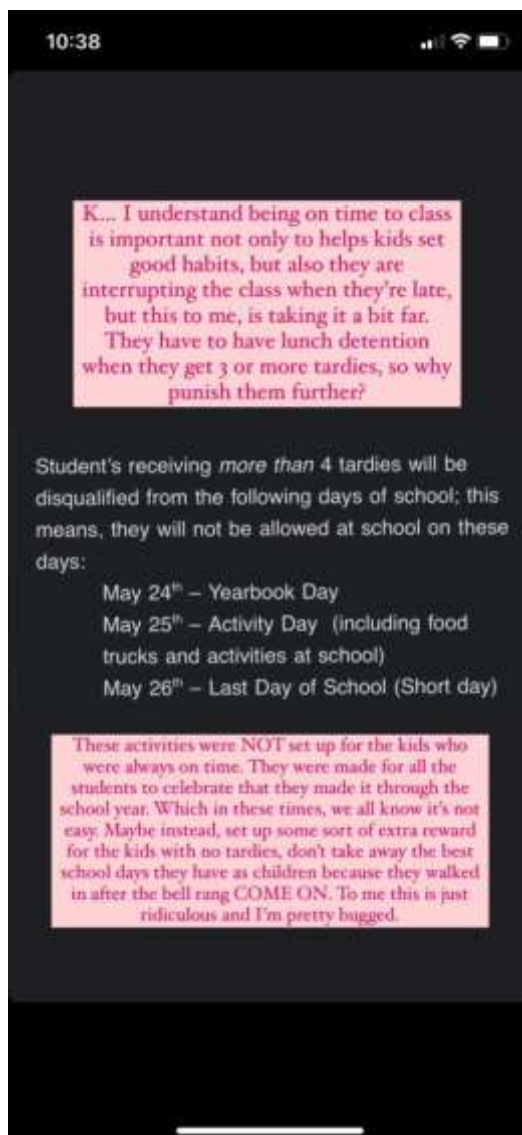
Save Mr. Mike Hosinski Tenure and Retirement

<https://www.change.org/p/save-mr-mike-hosinski-tenure-and-retirement>

<https://archive.ph/jGI6g>



Tardy in Utah middle school - 4/22/2022



This screenshot above was posted on social media by a friend of mine and I agree with her. I thought this screenshot would be worth including in this section. The little manipulations in the name of obedience training are a distant memory for me but this shows the public school system never really changes. Any child attending school over the last few years has put up with A LOT of inadequacies inherent in the public school system. During Covid, the inconsistency of service by the public school system was unlike anything experienced in several generations.

Students were forced to deal with years of mandatory masks, routine testing, socially distanced classrooms, vaccinations, quarantine, tired teachers, canceled sports/band activities, absent teachers, inconsistent school schedules, and zoom classes, along with a world gone mad. If I was to publically call into question the performance of the public education system during this time I think I would hear a laundry list of excuses from the people who run the system followed by the auto defenders of the system launching attacks against me. How dare I question the heroes... What if I took it one step further and suggested that we reduce teacher and admin pay for failing to provide a consistent education to children? What if I disqualified them from coming to work for a period of time and disallowed pay for the days they missed? Why punish them once when I can punish them twice? Would this be reasonable? What if left this decision up to

just a few parents? The adults set up a system that couldn't function in a situation like Covid and then failed to provide an effective solution to the problem other than throwing money at it children suffered. But they had "a worldwide pandemic" to deal with so they can't be judged for low performance. There is a spectrum of reactions teachers and admin could have had to the pandemic. In my judgment, many of them didn't stand up for students or freedom very well. The large majority did what they were told. Did any of them incur additional penalties from their employer? NO! Were they disqualified from anything for their poor performance? NO! Teachers and admin were in large part celebrated for showing up for work during a pandemic.

When young adults at this middle school screw up three times the admin removes part of the young adult's time for social interaction by sticking kids in lunch detention. Lunch detention consists of the young adult eating lunch by themselves in a room set aside for that purpose. When a young adult screws up more than four times the system "disqualifies" the young adult from the last three days of school. I've always been told homeschooling parents deprive their children of social time and opportunities for social connection. Here is a public school threatening to remove social time from students because they dare to assume their time belongs to them.

The school assumes the pain of isolation and perhaps even ostracization by other students will guarantee compliance. I remember our elementary school son being held in during recess to work on his reading. Children need to socialize and that's coming from a homeschooler. That isn't the priority of the administration at this middle school. In addition, these young adults are being excluded from the end-of-year party paid for by their parents. They know the end of the year is the time when young adults say their goodbyes and reminisce about the current school year and the upcoming summer season. They know this will hurt students. This will be mandated and excused by saying something like "children need to learn to be on time for their jobs so this is good practice." They will couch it in terms like responsibility and respect. When these young adults get a job the fear of being fired or looking bad will be enough to make being on time a priority for them.

On top of all this, I'm not sure this is even legal. In Utah "free" education is guaranteed by government mandate. Last I heard Utah schools were required to operate for 180 days per school year. All year-long unexcused absences must be excused by the parent but for the last three days, the school can require the student to stay away from school? Lastly, I wanted to mention the last two weeks of school are academically worthless. And everyone knows it. I don't subscribe to most of what happens in public schools but these pedagogues claim the high ground on academic rigor and then proceed to waste the last two weeks of school doing busy work and having parties.

Why not just let them out of school two weeks early so the students can get busy living life? So students can't be late to class four times without penalty but the administrator getting paid \$90,000 per year to ensure academic standards are met can let their school coast to the end? Are the young adults being more irresponsible by missing the first 8% of class or are the paid professionals more irresponsible for blowing off 8% of the school year?

Can we judge a school and hand out punishments through performance reviews on their sacred test score improvements or declines? After all, if punishments for low-performance help students learn respect and responsibility why not hold the adults to a rigorous system of standards and punishments to help teach the adults who never learned their lessons? Who's in charge, us or them? My friend visited the school to discuss this policy because it impacts her daughter. The office ladies treated her as if she was a student because she looks and dresses young. She was told she couldn't talk to an admin because the only one there was overseeing lunch. She told the

office lady that she would email to schedule an appointment. Good for her for showing up at the school to deal with this in person.

Florida teacher accused of biting 2 students over a jar of pickles – 3/8/2022

<https://www.abc4.com/news/national/florida-teacher-accused-of-biting-2-students-over-jar-of-pickles/>

<https://archive.ph/UhTJw>



“Toro’s 15-year old nephew is a student at Bartow Middle School. She said in October, he and another student were working at the school store when Rice tried to take a jar of pickles. Her nephew and another student tried to take the jar back. “She just bit them on the forearm and, of course, they released and she was able to get the pickles, but there’s other ways to do that,” said Toro. The students reported the behavior to school administrators, who contacted Toro. Toro went to Bartow police to press charges in November. According to an affidavit filed by Bartow police, Rice admitted to licking the students.”

Why was she “licking” students? That makes it better? What a great example of school psychosis. I’d like to point out that it took months for the district to do anything about this teacher. She was put on leave for three days and then transferred to another middle school. Was it a middle school without children or did they send a known freaky violent pickle thief to be responsible for the safety and learning of new children? Did they give her one of those masks I saw on “Silence of the Lambs”? I certainly hope so. School districts love to immediately distance themselves from crazy teachers or even withhold public information pending an investigation when things like this happen. This lack of real action by the school admin is something my wife and I have experienced and heard countless examples of. Bartow police and the state attorney’s office have filed two misdemeanor battery charges against Rice. She is set to be arraigned on March 31. I wouldn’t be surprised if the district lets her teach zoom classes from jail. I couldn’t make stuff like this up. Get your kids out of these state-funded mental wards.

Teacher's aide abused special needs students

<https://www.youtube.com/watch?v=qgff2c8aaDg>



People in the school knew about the long-term abuse of multiple disabled children by a special needs TA? The TA got NO jail time after her convictions! Since TA’s are not licensed educators in Nevada the state cannot take any action. One of the victim's grandmothers said, “I don’t want him to feel like he can’t trust the school”. This is part of the reason I’m writing this paper. I want parents to question the level of education and safety the public school system can provide. Just because one wants to trust something doesn’t mean one should trust it. Follow the evidence and look at the track record of the public ed system.

I’m offering more than anecdotal evidence of the systematic problems that exist. I hope a rational parent can see that they are taking a risk in trusting the system. The damage can be much deeper than physical assault. It can result in a lifetime of educational atrophy. Luckily I was able to recover from the damage I suffered through my public ed experience but my recovery didn’t begin until my early 30s. I started to question what went wrong and began to

soak up knowledge as quickly as possible. Since I was a child I've had a special interest in history, particularly ancient American civilizations. I remember being 8 or 9 years old exploring the local public library for books on the Algonquian Native Americans. I was absolutely captivated by how these people lived. My grandfather had an arrowhead collection from his days hunting by the lake so I felt a connection to the original inhabitants of Utah through these artifacts. I learned how to build traps and even processed a few small game animals. I read and wrote "choose your own adventure" books and even wrote and acted out a short play as a young boy.

I studied reptiles all the time and I just knew I was going to be a herpetologist when I grew up. I hiked and explored southern California canyons to find every species of reptile I could. I didn't need to be pushed into learning at all but my spark for learning was extinguished as I was processed by the public school system. I don't want to see that spark extinguished in other children. I want children to learn and develop through the natural interests burning in their souls. Some children are so busy doing what they're told they never have a chance to follow their own interests.

I felt something was wrong with the system but I couldn't explain it when I was younger. I graduated high school but I don't feel proud of my accomplishment because I graduated without putting in much effort. I felt constantly bored and even isolated at times. I believe the public school system throws so many people off their natural path and I wanted more for my children.



Inappropriate SHARP Survey

“Student Health and Risk Prevention (SHARP) is a statewide survey given every two years, to students in grades 6, 8, 10, and 12 in most public and certain charter school districts across Utah. The survey was designed to measure adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. The Utah SHARP Web Tool was developed by Bach Harrison LLC in collaboration with the Utah Division of Substance Abuse and Mental Health (DSAMH). The purpose of the Utah SHARP Web Tool is to present data and information provided by the state of Utah’s Student Health and Risk Prevention (SHARP) Statewide Survey. SHARP data will be useful for planning and evaluating substance abuse and delinquency prevention activities, as well as view specific risk and protective factors.”

Here are a few links to the survey questions asked in the 2019 edition of the Utah Prevention Needs Assessment Survey (PNA) which is part of the SHARP survey:

<https://www.utah.gov/pmn/files/589565.pdf>



<https://web.archive.org/web/20220329012255/https://www.utah.gov/pmn/files/589565.pdf>



Here are the results from the 2019 PNA survey:

<https://dsamh.utah.gov/pdf/sharp/2019/State%20of%20Utah%20Report.pdf>



<https://web.archive.org/web/20200122142312/https://dsamh.utah.gov/pdf/sharp/2019/State%20of%20Utah%20Report.pdf>



So what’s the big deal? The state is trying to figure out how to allocate mental health/substance abuse services to citizens. I suppose this is where things become political. Do you believe the government has a role to play in these areas? Some parents may not care or may even support surveys like this. I don’t believe this is the role of constitutional government. Before I go into some of the other problems with surveys like this I’d like to give you some background on the PNA survey. The survey was administered to students in grades 6, 8, 10, and 12 in 39 school districts and 17 charter schools across Utah. (One private school also chose to participate in the survey). In 2019 50,000+ students participated. To participate in the survey, each student must have a parent sign a consent form. Each survey is supposed to be anonymous with the only unique identifier being linked to the individual school.

The PNA survey isn’t cheap!

From 6/13/2018 to 6/30/2023 the state of Utah is contracted to pay Bach Harrison, LLC \$1,763,388 to administer and report on SHARP surveys. See the original contract here: https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137488272196062_Bach%20Harrison%20L.L.C.%20%281%29.pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=mC0Na%2Fr%2BXJ%2BemrehhMnRZ6hGSTA%3D



[https://web.archive.org/web/20220329015606/https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137488272196062_Bach%20Harrison%20L.L.C.%20\(1\).pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=mC0Na%2Fr%2BXJ%2BemrehhMnRZ6hGSTA%3D](https://web.archive.org/web/20220329015606/https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137488272196062_Bach%20Harrison%20L.L.C.%20(1).pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=mC0Na%2Fr%2BXJ%2BemrehhMnRZ6hGSTA%3D)



Notice of intent to award state contract (add on to original contract)

<https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137487462NH22-24%20Bach%20Harrison%20SHARP%20Survey.pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=L5Tqcb%2B1%2BR%2FH5hv5j6RiZZaEx5o%3D>



<https://web.archive.org/web/20220329023809/https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137487462NH22-24%20Bach%20Harrison%20SHARP%20Survey.pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=L5Tqcb%2B1%2BR%2FH5hv5j6RiZZaEx5o%3D>



Quote attachment letter from R. Steven Harrison of Bach Harrison, LLC. to DSMH program administrator Susannah Burt.

https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137487331Quote_SHARP%20Survey.pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=QP9wh177tgIslh9%2BZttfU3rmSM%3D



https://web.archive.org/web/20220329024231/https://s3.amazonaws.com/solutions-selectsite-documents/Sourcingevent/1032610-1137487331Quote_SHARP%20Survey.pdf?AWSAccessKeyId=AKIAJ5HNJE5DFBZ5ONSA&Expires=1695909675&Signature=QP9wh177tqlslh9%2BZttfU3rmSM%3D



Essentially the state is paying \$1.76 million to administer 50,000+ #2 pencil bubble surveys 3 times and work with state agencies to ensure they are included as stakeholders. Looking at the data collected and the simplicity involved this seems a little excessive. Although a Ph.D. is required to win the contract I do not doubt that I could do the same job for less. But why would I want to be a part of the system? Bach Harrison was awarded the contract because they met the qualifications and no other company is available to compete for the contract. So why do I have a problem with these surveys? Here are my concerns:

1. Do parents know what questions will be asked on the survey or are they given general information about the survey? I couldn't find a permission slip but I'll bet the parents aren't given the full list of survey questions. Their goal is to get 70% of students to agree to take the survey so they are incentivized to be vague on the permission slip or at least only go as far as required by state law.
2. How hard would it be to link survey results to a student if they wanted to? Teachers could be asked for a seating chart and pick up surveys in order without students or parents knowing. If they don't link the survey student to their survey now they could quietly change that for the good of the student of course. I have no doubt this will move to a digital format which will make it even easier to link survey results to students.
3. Self-reported surveys may not be the best tool to make funding decisions and these surveys undoubtedly lead to funding and increasing budgets for many other state programs. So the state pays experts to come up with a justification to ask for more money to fund more programs that may help students. At the end of the survey, it asks how honest the student was in answering the questions so it has to be valid right?
4. Surveys like this make parents and students comfortable with including the school and state agencies in their private business. It could easily be used to report on and harass students and parents. This shouldn't be normalized because the responsibility to parent lies with the parents, not the village. The survey has included very personal questions. The public education system charitably includes parents as "stakeholders" but not always. A devil's advocate might say "what about students who don't have caring parents?" Surveys like this may rescue them from dangerous situations. Perhaps, but I think there are better ways to help those children. "Hi, we're from the government and we're here to help"...
5. The questions on the survey may actually bring to the fore or normalize ideas that wouldn't naturally evolve in a teen's mind. It may introduce or reinforce degenerate social norms that are in vogue today. Some questions are just none of their damn business! Here are a few questions from the survey:

Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender? “Do our kids need to be constantly reminded of this in every facet of life including at school?”

- a. No, I am not transgender**
- b. Yes, I am transgender**
- c. I am not sure if I am transgender**
- d. I do not know what this question is asking.**

“The 2019 survey instrument used by 8th, 10th, and 12th graders added "transgender" and "other" response options, although those data are not reported in this table. (6th grade surveys did not include these additional responses.) ** A question about sexual orientation was added to the 2019 survey instrument used by 8th, 10th, and 12th graders. (6th grade surveys omitted this question.) If any response category has fewer than 10 respondents, all question data are suppressed to protect student privacy.

Which of the following best describe you? “Oh I get to choose?”

- a. Heterosexual (straight)**
- b. Gay or lesbian**
- c. Bisexual**
- d. Not sure/Other**

In the past seven days, I have felt (Always, often, sometimes, rarely, never)

- a. left out.**
- b. that people barely know me.**
- c. isolated from others.**
- d. that people are around me but not with me.**

What is your race? (Select one or more) “Of course, they need to ask about race.”

- a. American Indian or Alaska Native**
- b. Asian**
- c. Black or African American**
- d. Hispanic or Latino**
- e. Native Hawaiian or Other Pacific Islander**
- f. White**

If you have a religious preference, choose one which you identify with the most.

- a. Catholic**
- b. Jewish**
- c. LDS (Mormon)**
- d. Protestant (such as Baptists, Presbyterians, or Lutherans)**
- e. Another religion**
- f. No religious preference**

During the past 12 months, how many times (if any) did you actually attempt suicide?

“No, but thanks for reminding the student of suicide again.”

- a. 0 times**
- b. 1 time**
- c. 2 to 3 times**
- d. 4 to 5 times**
- e. 6 or more times**

Has a doctor or other health professional EVER given you a written diabetes care plan to help manage your diabetes in school?

- a. I do not have diabetes**
- b. Yes**
- c. No**
- d. Not Sure**

How tall are you without your shoes on?

List in feet and inches

How much do you weigh without your shoes on?

List in pounds

During the past 30 days, how often (if at all) did you? "Now that you mention it ya my life really sucks".

- a. Feel nervous?**
- b. Feel hopeless?**
- c. Feel restless or fidgety?**
- d. Feel so depressed that nothing could cheer you up?**
- e. Feel that everything was an effort?**
- f. Feel worthless?**

How often do you wear a seat belt when riding in a car driven by someone else?

- a. Never**
- b. Rarely**
- c. Sometimes**
- d. Most of the time**
- e. Always**

How are guns and bullets stored in your home?

- a. We don't have any guns or bullets**
- b. Unlocked and in plain sight**
- c. Locked or hidden, but I know how to access them**
- d. Locked or hidden, and I DON'T know how to access them**
- e. Don't know**

In addition, there were many questions about what drugs the student has tried along with frequency. I saw nothing about calling a suicide hotline on the survey. Perhaps if you're going to bring it up over and over there might be an extension of help on the actual survey. This survey is a treasure trove for state authorities to intervene in the lives of citizens. It is voluntary of course. Maybe they have donuts or pizza day for the good kids who volunteer for the survey. Schools have all sorts of ways to incentivize participation and they use those methods often. Educational systems are focusing on teaching and testing for attitudes and values.

See the section later in this paper about the new international PISA test called the "Global Competence Assessment." I think it's designed to test for globalist attitudes and values but I'll let you have a look and decide for yourself. If you look at the actual survey results (linked a few pages back) you will see kids are dealing with some hard things. Self-reporting isn't very accurate but the suicide and mental health stats might indicate "the kids aren't alright." I wonder what is causing this psychosis. To say the school doesn't play a major role would be foolish. Do a word search in this document for psychosis and you'll see the evidence for my case.

Missouri Attorney General Subpoenas 7 School Districts Amid Worry Over Student Surveying – 6/10/2022

<https://archive.ph/rM0H8>



“Surveys in Missouri schools that collect information from students and create a perceived need for a so-called social-emotional learning curriculum have drawn the attention of state officials. Attorney General Eric Schmitt issued subpoenas last week to seven school districts that allegedly employ student surveys—created by education companies Panorama and Project Wayfinder—that gather data about parents’ political beliefs and income levels, as well as racial identity, sexual behaviors, and mental health. “Those same groups come in and sell that curriculum to the schools,” said Kimberly Hermann, general counsel with Southeastern Legal Foundation, a national nonprofit law firm that defends liberty. “The contracts with these companies are public record, so they’re supposed to be approved during school board meetings, but the surveys are happening without parental consent and parental notification.” In response, Schmitt has opened an investigation into the use of student surveys in Mehlville, Webster Groves, Jefferson City, Lee’s Summit R-7, Park Hill, Springfield, and Neosho schools—with an eye on violations of Missouri’s Family Educational Rights and Privacy Act, or the Protection of Pupil Rights Amendment.”

“Subjecting students to personal, invasive surveys created by third-party consultants, potentially without parents’ consent, is ridiculous and does nothing to further our children’s education,” Schmitt said in a statement. Hermann details in a May 1 letter to Schmitt that Webster Groves requires middle school students to take a survey on “LGBTQIA+ Struggles!” that asks: “What are your preferred pronouns, what struggles have you experienced related to LGBTQIA+, and what would you like to see in the school in order to be more inclusive?” “There are federal statutes that they’re not supposed to ask these questions,” said Andy Wells, the Missouri chapter president of No Left Turn in Education, a national education advocacy organization.”

These curriculum providers create the perceived need and then supply the product that will “fix” the kids. What a scam! Surveys are one way to collect the data needed to create “educational” products but simple data collection can collect social-emotional data as well. Kids are spending more and more time at school using a variety of software tools. The beauty or rather ugliness of these already approved software programs can be modified (updated) at any time. Data collection could be something as simple as recording the response delay times on a keyboard when certain data is shown to the student or characters can be made to elicit feedback from the student. Each student could be shown slightly different (adaptive) questions to change opinions.

This opinion change could occur in any subject from Math to English and take place over years in subtle and overt ways. As in the field of medicine where sick patients create the most profit educational technology companies could stunt the social, emotional, and moral growth of children in order to increase profits. The Missouri AG has issued subpoenas to 7 districts to find out how bad this problem really is. The worst thing about this situation is the lack of parental consent. Many parents would put the brakes on something like this if they knew it was happening. Educational technology companies rely on parents being busy and trusting the system to police things like this on its own. That is often a huge mistake!

Early Childhood Education

CASH FOR KIDS Biden to propose FREE preschool for all 3 and 4-year-olds in first joint address as part of a \$200billion spending spree - 4/28/2021

<https://www.the-sun.com/news/us-news/2787421/biden-free-preschool-200billion-spending-sprees-plan/>
<http://archive.today/ungXI>



“JOE Biden will call for free preschool for all three and four-year-old children as part of a \$200 billion spending spree under his sweeping American Families Plan. The president will make the announcement in his first joint address to Congress on Wednesday, where other elements of his \$1.8 trillion plan are also expected to be unveiled. The Biden administration says the investment to implement universal preschool would benefit five million children and save the average family around \$13,000. It calls for providing federal funds to help the states offer preschool, with teachers and other preschool employees earning \$15 an hour. “These investments will give American children a head start and pave the way for the best-educated generation in U.S. history,” the administration said.”

I think there is a common misconception among most parents that early academic training will improve the educational and life outcomes of children. Why wouldn't an academic head start be better you might ask? First I would point out that the outcomes parents want might be quite different from the outcomes sought by government agencies, curriculum creators, politicians, teachers' unions, and school boards. Most parents believe the journey from pre-k to high school is designed to prepare your child for college and college qualifies your child for a good job and a fulfilling life. The desired outcome is a good job and happy life. The outcome sought by the other stakeholders is varied.

The government might want to continue producing a society of civic-minded (obedient) voters/consumers/taxpayers/draftees that are educated only as far as practical. The outcome wanted by teachers' unions might be to ensure jobs, benefits, and wages for their members as well as fulfilling donors' requests. There's a reason why they are called teachers unions and not student unions. They are powerful players in the education game. The curriculum creators want to keep the money flowing. School is big business! In some cases curriculum creators might even have nefarious (society-degrading) motives such as CRT (critical race theory) or SEL (social-emotional learning).

Bill Gates was heavily involved in the creation of common core and has donated millions to education in general. I doubt his motives but you can decide for yourself. Politicians want votes and voters willing to play the Coke vs. Pepsi game when they come of age. The system will come up with all sorts of new schemes and programs to make it appear as if they are improving the system. They use buzzwords like academic rigor, critical thinking, stakeholders, and technology and they love using acronyms to fool parents and maybe themselves into believing they are making a dent in a century-old broken system. Are public schools delivering what most parents want for their children? Read the rest of this paper to find out;)

If we place children on the public school conveyor belt of mass schooling earlier what do you think the results will be? Wonder no more... I'd like to share some actual data with you about what happens when you give children what is in president Biden's "new" plan.

Biden to teachers: kids are "not somebody else's children, they're like yours" in the classroom. – 4/27/2022

<https://www.youtube.com/watch?v=-0U6dkubgZA>



I don't need to add more to his comments other than this isn't the first time a government official has spoken about taking over the role of parents. The responsibility for educating a child belongs to the parents and children.

Research Reveals Long-Term Harm of State Pre-K Program - 1/31/2022

<https://www.psychologytoday.com/us/blog/freedom-learn/202201/research-reveals-long-term-harm-state-pre-k-program?fbclid=IwAR2WM3ZtvbQcQoBilKdKpFYOzUxT08tk8lOmG1GJdVQOj4nc-cnOaMluE60>

<http://archive.today/WkLYL>



“So, the major findings of the study are that this expensive, carefully planned pre-K program caused, by 6th grade, reduced performance on all academic achievement tests, a sharp increase in learning disorders, and much more rule violation and behavioral offenses than occurred in the control group.”

This article should at the very least allow you to question the assumption that more earlier is better. See the story about Finnish schools in an earlier section. They aren't in any hurry to push academics and yet they do better than the US in international testing. Testing is far from the best indicator of success in education but when comparing government schooling most people use that as an indicator of educational success. Homeschool allows you to decide when your child is ready to move into academics. You'll soon realize that testing is largely irrelevant in homeschooling because it's easy to know what your child knows when you are the one teaching.

The natural progression of a developing human being must be honored and cherished. Failure to do so might hurt your child more than it helps. Would we be ok with 10 years olds driving? Would we support marriage or sexual activity for 16-year-olds? Should we allow voting at 14? These are obvious examples of too much too soon. For some reason, hardly anyone seems to think pushing extra early academics might be a problem. Here is another article about the impacts of academically intensive pre-k education on children and adults.

Early Academic Training Produces Long-Term Harm – 5/5/2015

<https://www.psychologytoday.com/us/blog/freedom-learn/201505/early-academic-training-produces-long-term-harm>

<http://archive.today/y64J9>



“What might account for the apparent effects of type of preschool attended? One possibility is that the initial school experience sets the stage for later behavior. Those in classrooms where they learned to plan their own activities, to play with others, and to

negotiate differences may have developed lifelong patterns of personal responsibility and pro-social behavior that served them well throughout their childhood and early adulthood. Those in classrooms that emphasized academic performance may have developed lifelong patterns aimed at achievement, and getting ahead, which—especially in the context of poverty—could lead to friction with others and even to crime (as a misguided means of getting ahead).”



W.H Armytage quoting Friedrich Froeble in the History of Education journal Vol. 3, Summer 1952

Froeble was the creator of the concept of Kindergarten. This pioneer of early childhood education thought too much too early was a problem as well.

<https://www.jstor.org/stable/3659205>

<https://archive.ph/rLtoS>



FRIEDRICH FROEBEL: A CENTENNIAL APPRECIATION

W. H. G. ARMYTAGE

My educational method offers to its pupils from the beginning the opportunity to collect their own experiences from things themselves, to look with their own eyes and learn by their own experiments to know things and the relations of things to each other, and also the real life of the world of humanity; this last, however, within the limits necessary for morality and not divested of the nimbus of the beautiful and the ideal.

In such a manner a greater inward as well as outward independence will be gained, which teaches one how to stand on one's own feet. . . The too much and too early knowledge with which youth is crammed prevents men from reaching a true and real independence, which is only the fruit of the vigorous efforts of one's own powers, especially by acting and doing.

Philosophy of Education written by Valerie Ellington

<https://www.froebelweb.org/web2002.html>

<https://archive.ph/ccu5U>



“Froebel's vision was to stimulate an appreciation and love for children and to provide a new but small world--a world that became known as the Kindergarten--where children could play with others of their own age group and experience their first gentle taste of independence. Watson further adds that this early educational vision laid the foundation for the framework of Froebel's philosophy of education which is encompassed by the four basic components of (a) free self-activity, (b) creativity, (c) social participation, and (d) motor expression.”

“As an educator, Froebel believed that stimulating voluntary self-activity in the young child was the necessary form of pre-school education (Watson, 1997a). Self-activity is defined as the development of qualities and skills that make it possible to take an invisible idea and make it a reality; self-activity involves formulating a purpose, planning out that purpose, and then acting on that plan until the purpose is realized (Corbett, 1998a). Corbett suggests that one of Froebel's significant contributions to early childhood education was his theory of introducing play as a means of engaging children in self-activity for the purpose of externalizing their inner natures. As described by Dewey (1990), Froebel's interpretation of play is characterized by free play which enlists all of the child's imaginative powers, thoughts, and physical movements by embodying in a satisfying form his own images and educational interests.

Dewey continued his description by indicating that play designates a child's mental attitude and should not be identified with anything performed externally; therefore, the child should be given complete emancipation from the necessity of following any given or prescribed system of activities while he is engaged in playful self-activity. In summarizing Froebel's beliefs regarding play, Dewey concluded that through stimulating play that produces self-activity, the supreme goal of the child is the fullness of growth which brings about the realization of his budding powers and continually carries him from one plane of educational growth to another.”

Opinion: All-day kindergarten should be an option for all families – 2/16/2022
<https://www.deseret.com/opinion/2022/2/16/22937632/utah-legislature-all-day-kindergarten-bill-should-pass-to-give-parents-more-options>
<https://archive.ph/mPWDK>



“We are lucky, as educators, to be present for many of the moments that matter to our students. Particularly special are those moments when a child, for the very first time, lights up with new knowledge, or masters a new skill, or makes a new best friend. There is perhaps no place in our schools where so many magic moments happen than in the kindergarten classroom, where many little ones are taking their first steps on a journey of academic and social development. Kindergarten matters. That is why we are taking the time to write this guest opinion piece.

We want families across the state to know how supportive we are of expanding full-day kindergarten. We want every child to have the opportunity to experience as many magic moments of learning and growth, as early as possible, that we can provide. We believe full-day kindergarten should be an option for every Utah family. Right now, less than one-third of all kindergartners in the state are able to attend a full-day program. As district leaders, we know many, many more families would like that opportunity for their children.”

Why would a parent give up these magic moments to a stranger? Answer: Because they are told all-day kindergarten is best for their child or because they are willing to trade these magic moments to pay the bills. All-day kindergarten is a double bonus for these parents. Not only do they save money on childcare expenses but they won't be interrupted mid-day to leave their job to drive little Sally to daycare. They can do this guilt free assuming this is what's best for their child. The authors of this story seem convinced all-day kindergarten will benefit most children as well. Everyone is following the science right? Please read the last few stories about early academics and kindergarten. Even if test scores or some other benchmark say children learn to read sooner that doesn't mean nothing is sacrificed to make this happen or that they won't decline socially and academically later on. Perhaps we could just use the taxpayer money to help a parent stay home with their precious four and five-year-olds instead of building up the bloated and inefficient public school monopoly. Perhaps we could support strengthening parent-to-child attachment and familial bonds in general (see my article about the importance of parent-child attachment earlier in this paper). Let's eliminate or reduce the government middleman whenever possible! Cradle-to-grave involvement of the government in every facet of our lives weakens the independence of the individual and interrupts the natural order of our lives.

“But this is work we need to do, and now is the time to do it. Full-day kindergarten is a time-tested early learning practice that yields great results for the vast majority of children. We are eager to offer it as an option to every family, just as we are eager to work with families who prefer their children attend a half-day session instead. In districts that already offer at least some full-day kindergarten, our data shows that children in full-day programs make greater academic gains than their half-day peers. Our teachers report that children who have completed full-day kindergarten are better prepared for first grade.

That doesn't mean full-day kindergarten is the right fit for every family, of course. We support how HB193 keeps the choice in the hands of parents, to decide what type of program is best for their children. Utah has been much too far behind, for far too many years, when it comes to full-day kindergarten. As our understanding of the importance of early learning has grown, our drive to expand full-day kindergarten options has grown as well. This is the year to commit to full state funding for full-day kindergarten."

Just making blanket statements without data isn't the system's style. I expected some data links to back up the author's claims but I guess that's too much to ask of the five superintendents of Utah school districts who co-authored this opinion piece. If Utah offered all-day kindergarten to everyone you can bet there will be a massive spike in enrollment and this isn't a program we can ever pull back on. The next step will be all-day pre-k. My wife has a friend who teaches in an area where many students are poor and many speak English as a second language. She recounts stories of parents coaching their kindergarten-age children not to answer in English so they can qualify for programs.

This enables the parents to work. I certainly understand how circumstances might require both parents to work and I feel for these families. However, the money spent on these programs would be better spent going directly to families so one parent can stay home, especially during the early years. I believe parents are the best caregivers for their children. If a parent can't teach something then I fully support parents taking on a facilitating role but teaching kindergarten isn't generally outside the abilities of the average loving parent. The "experts" would of course tell you that you aren't certified and that you should leave teaching the alphabet and early math to the professionals. Most parents graduated through all 13 grades at least so they should at least be qualified to pass the knowledge from year one on to their offspring.

If not I think we should question the viability of the public school system and those professionals telling us we aren't qualified. Our children are only with us for a short time. We should cherish every moment and focus on making sure our children are securely attached to us. I believe all-day kindergarten is a daycare and a jobs program for the public school at the expense of children. The government won't be satisfied until parents hand over their sovereignty at birth. Some parents will be happy to settle for visitation. Just remember when you enroll your child in public school you are co-parenting with the government.

What Are The Odds

What are the odds that the public education system will harm my child? After all, I made it through the system with minimal damage and even some good experiences. One might reject all of the evidence presented in this research paper on the basis that I've cherry-picked damaging public school incidents to present a false sense of the scale of the problem in order to scare parents. It's true that I've only presented a small fraction of the danger that exists in the public school system. I could literally increase the book length by ten times and still not include every damaging event that happened in public schools over the last few years.

I've included several national stories but my focus has been on Utah events because that's where I live. I'm offering a small taste of the public ed poison to give the reader a general sense of the real danger. I'm hoping this collection of evidence will be assessed as a body rather than disconnected bits of information. I'm sure there are books written about the benefits and value of the public education system but the ratio of positive and negative themed books might tell you something about the reality of the situation.

The evidence presented in this paper is only possible because the incidents were reported. In the 2019-20 incident report background the Utah State Board of Education writes, "It is believed that incident data is still underreported, and incident counts are expected to continue to increase. Until complete statewide incident data reporting can be achieved, year-to-year comparisons of incident rates should only be made in regard to the rate at which incidents are reported."

<https://www.schools.utah.gov/file/76f2edd7-938b-4b50-bf47-bfccfc26e36a>



Common sense and experience tell me the reported incidents are only the tip of the iceberg. There will be no report of damaged minds and spirits unless it's a bullying incident that is documented by the school. There are no incident reports for lost opportunity, crushing boredom, teacher malpractice, witnessing violence, test stress, weakened personal initiative, malformed sense of identity, isolation from the real world, loss of creativity, reduced freedom of physical and intellectual movement, social isolation, interruption of family cohesion, exposure to weapons-grade consumerism, reduced or a false sense of self-worth, exposure to destructive ideologies, development of a negative association of education, isolation from philosophical and religious learning, or any of the other damaging things that aren't even measured.

Pornographic Books in Utah Schools

Search for LaVerna in the Library on Facebook if the link is broken

<https://www.facebook.com/groups/353057099906284/>



“Meet LAVERNA IN THE LIBRARY! LaVerna has a dirty little secret. She collects naughty children's books! Do you have a recommendation for LaVerna's book collection? Please send her a photo of a naughty children's book including a photo of at least one harmful passage!

Name the library or school district where the book was found. These could be books pornographic in nature, obscene, or harmful to children - or simply inappropriate for the age for which it was intended. LaVerna's goal is simple. She doesn't believe in banning books or burning books for private use. But, she loves to collect naughty books for her collection to keep them out of public children's libraries where little eyes could accidentally find them when Mommy isn't looking. LaVerna plans to send her dirty little collection to Utah Lawmakers as evidence of the need to hold school libraries to a higher standard of decency and excellence. Use this link to search your local school library

<https://www.gofollett.com/aasp/ui/pick/pick>



I'm only going to post a few examples below but there are many more if you scroll through LaVerna's posts. Some posts are based on books found outside of Utah but LaVerna lives in Utah so she focuses on local school libraries. She's extremely vocal outside of Facebook and attends local school board meetings and encourages others to search and become active. BRAVO! After reading this paper I hope that you will be motivated to take action and stop settling for the current system.

Her opponents characterize what she is doing as book burning/banning but she seems to very specifically target public schools and outrageous books designed to reprogram children. There are so many reasons why one side of the argument might want to encourage these sorts of deviant books in school libraries. I'm sure you can think of at least one or two agendas for subverting young minds. The following may be offensive to even adult readers.

Facebook post from 2/9/2022

Brooke Stephens - Admin

“A brave Utah Mom read aloud some passages from a school-approved book at a district board meeting. The district responded with what we like to call “Erika's Rule,” a new rule prohibiting public comment from including vulgarity or profanity. She asked that that rule be put in every high school and library. Read the rest of her response below; it's spot on! “I was glad to see a full house last night. Wasn't that wonderful? I was so surprised that I didn't notice until after the meeting that rule 5 had been added to the public comments Form 50. Can you please explain your intent? Obviously we want our meetings to be respectful.

Of course we don't want vulgar language used. Thank you for acknowledging that. We also don't want that language put in the minds of our students, regardless of age. (I request you post that rule in every high school and school librarian's office.) I am concerned, however, that the rule was added to prevent me or others from publicly quoting books that WCSD has provided and STILL makes available for minors. The rule is good, but adding this rule so quickly after my January 11th comments seems to me an attempt to silence the shepherds while the wolves are within the gates. I can see that you were uncomfortable with my comments.

Hopefully you realize how difficult it was for me to read that quote, from a book you provide to students, and to raise my voice sounding the alarm against the wolves of pornography, vulgarity and obscenity. It was absolutely necessary. It has been 10 months since I started asking about books in our district, yet you made a new rule in two weeks. Please focus your efforts on repairing the protective walls for our flock and act to remove the harmful material just as quickly as you made that rule. Do not waste time trying to bind the shepherds who are guarding our sheep from wolves the district opened the gates to.

Sincerely, Erika, Mother and Shepherdess”

This is the old Form 50 for public comment

https://www4.washk12.org/district/district_forms/Forms-PDF/50_public_opportunity_to_address_board.pdf?fbclid=IwAR1hx0TPp1JE2fGmfXCULIqX1oHg1PclZ771SfosYK95ld5jEGL1Z0ZSt78



Washington County School District
Public Comment – Request to Address the Board

NAME: <i>(Please Print)</i>	DATE:
ADDRESS:	CITY:
PLEASE DESCRIBE THE SUBJECT OR ITEM YOU INTEND TO ADDRESS:	
<p>CONDITIONS OF PARTICIPATION: (PLEASE READ) Citizens are encouraged to provide public input about programs of interest, concerns, and thoughts or suggestions about District policies and practices. Please note however, complaints to the Board about a specific employee, by name or inference, must NOT be discussed in open session. Individuals with a specific complaint about an individual must first notify the Superintendent or Board President. The Superintendent or designee will attempt to resolve the matter directly with the patron. If the matter remains unresolved, the Superintendent will then schedule a time for a closed session meeting of the Board to discuss the complaint.</p> <ol style="list-style-type: none"> 1. Speakers are limited to three (3) minutes each. No individual may speak for longer than the time limit indicated unless the time limit is specifically waived by the President of the Board. 2. No individual shall address the Board more than once on any matter during a Board meeting. 3. Comments must be addressed to the Board as a whole and not to individual staff members or District employees. The Board and staff are not obligated to comment on or respond to addresses by the public. 4. The Board will not allow discussion of complaints directed at specific individuals by name or inference during an open meeting of the Board. <p>AGREEMENT: I agree to comply with the above Conditions of Participation while addressing the Washington County School District Board of Education:</p> <p>Signature: _____</p>	

WCSD Form 50
05/2011

The Washington County school district is in southern Utah.

This is the new Form 50, updated in January 2022 after I read a quote from a book in WCSD schools "The Perks of Being a Wallflower".

https://procedure.washk12.org/forms/000/050?fbclid=IwAR26Mcafy70ITaWw5gkdL-w_Ns2WjywKxSEO1ckOaYy8EJKNCqWg8LPruic



District Forms

Washington County School District Policy Approved and Sanctioned by the Board of Education

Language/Idioms: English

All Forms > 000 100 200 300 400 500 600 700 800 900 1000 5000

050 - Public Comment - Request to Address the Board

PRINT SAVE MAIL

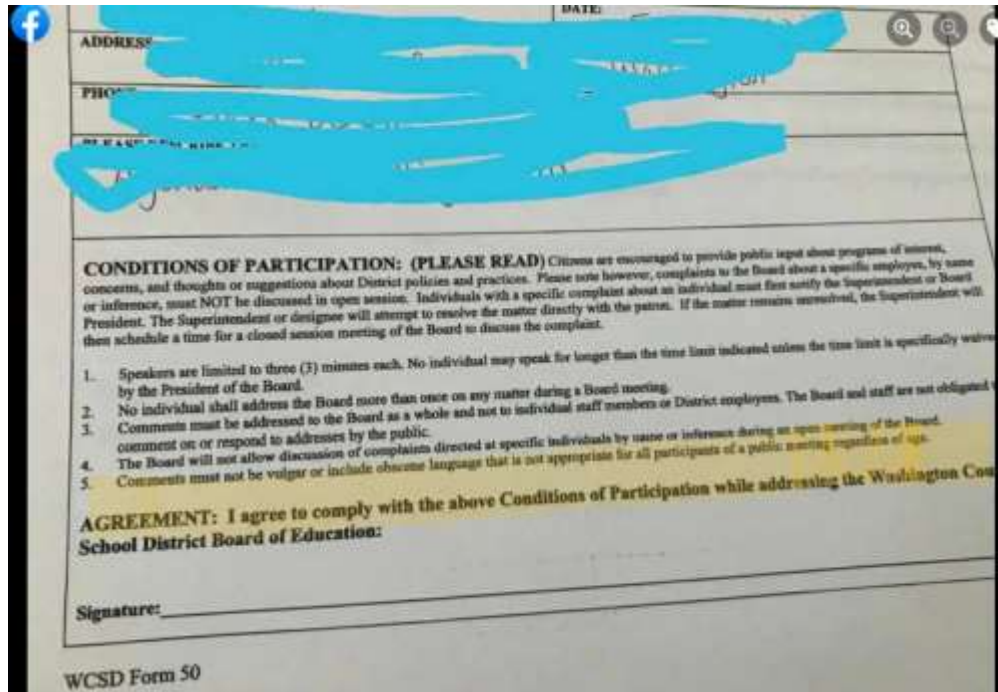
1 of 1 Automatic Zoom

Washington County School District
Public Comment – Request to Address the Board

NAME: <small>(Please Print)</small>	DATE:
ADDRESS:	CITY:
PHONE:	
PLEASE DESCRIBE THE SUBJECT OR ITEM YOU INTEND TO ADDRESS:	
CONDITIONS OF PARTICIPATION: (PLEASE READ) Citizens are encouraged to provide public input about programs of interest, concerns, and thoughts or suggestions about District policies and practices. Please note however, complaints to the Board about a specific employee, by name or reference, must NOT be discussed in open session. Individuals with a specific complaint about an individual must first notify the Superintendent or Board President. The Superintendent or designee will attempt to resolve the matter directly with the pastor. If the matter remains unresolved, the Superintendent will then schedule a time for a closed session meeting of the Board to discuss the complaint.	
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AGREEMENT: I agree to comply with the above Conditions of Participation while addressing the Washington County School District Board of Education:	
Signature: _____	

WCSD Form 50 01/2022

Image from post



Facebook post from 4/16/2022
Esther Mike Bennett shared a post.
This is in Colorado but thought it was good info to be aware of.



America's Mom

From Mesa County D51 parent.

The child referred to as "A" for confidentiality

If your child is given pornographic material to read or sexually explicit lyrics or grooming language for Social-Emotional-Learning- press charges. It is against the law to provide sexual materials to minors. Yes, some teachers aren't paying attention and they are good educators, well, we need them to watch out for this material and think twice before going along with the NEA and pedophilia program. "Mrs C, I am writing to you in regards to the book "A" has been assigned to read in your class called Optimists Die First. She came home yesterday and told me that she read something that made her feel uncomfortable and that she wanted to wash her eyes out, I asked her what she read and she didn't even want to say it so she let me read the pages.

It talked about how two teenagers were alone in the boys house and he put his hand up her shirt and touches her and then later that night she goes to bed with her hands inside her "granny panties". I was shocked and decided to do a quick search online to find out more about the book and saw the same thing in every review, teenage sex. I immediately started skimming through the book and couldn't believe this book was assigned to my 12 year old daughter. Teenagers having sex and talking about how to put on condoms, getting on the pill so she can keep having sex, having her "orifices probed", and the excerpt at the end of the book is talking about how their dad had to move out because he told his mom he was gay.

I had hoped that maybe this book was assigned by accident until "A" told me about a different book that her friend was assigned that goes into detail about lesbian sex. Needless to say, I am beyond livid and so upset that this kind of material is being assigned to 11 and 12 year old children! This year has been difficult for "A" because she has been exposed to so many things from her peers that have led to so many uncomfortable conversations about things I really don't think 12 year olds have any business knowing about. It makes me sad that now it's happening at the hands of her teachers.

There are things in this book "A" knows nothing about and shouldn't know about because she is still a child! I'm thankful that she feels comfortable talking to me and came to me before she read any further into this book. I am wondering who in their right mind is deciding that these kids should be reading books that glorify teenagers having sex? Out of all the thousands of books out there that would be appropriate for their age and leave out all the sexual content, why are these books being assigned to our children? Would you show a movie in class with this kind of content? I believe that answer is no so why is it in the books they are assigned to read? I wonder how many other parents would be upset if they knew this is what their children were being forced to read. "A" will not be reading another page of this book so I would like her to get an alternative assignment, please let me know what that is so I can help her complete it if need be."

(Note from the author of this paper)

I think some parents will read these excerpts and say, "but just teach your child well and they will avoid books like this". This particular book was ASSIGNED to the 12-YEAR-OLD student. Good for her for telling her Mom even though she was mortified.

Library Search - Search Results - "Optimists die first"

Optimists die first / [Book]
Susin Nielsen.

Copies at Olympus Sr. High

Call #	Barcode	Status	Description	Sublocation
FIC NIE	T 46995	Available		Realistic Fiction

Off-site Copies

Copies: 1 - 5 of 5

Call #	Barcode	Status	Description	Site
FIC NIE	T 54579	Available		Bonneville Jr High
FIC NIE	T 54548	Available		Cottonwood High School
FIC NIE	T 12098	Available		Cyprus Sr High
FIC NIE	T 47033	Available		Hunter Sr High
FIC NIE	T 41736	Available		Skyline High School

Copies: 1 - 5 of 5

Optimists die first / [Book]
Susin Nielsen.

Copies at Olympus Sr. High

There are no local copies of this title.

Off-site Copies

Copies: 1 - 1 of 1

Call #	Barcode	Status	Description	Site
FIC NIE	T 40546	Available		Eisenhower Jr High

Copies: 1 - 1 of 1

©2002-2021 Follett School Solutions, Inc. TB_4.1_AU1 4/16/2022 5:48 PM MDT

Megan Vosgerau Jay

This book is at Alta, Brighton, and Jordan High in Canyons

Facebook post from 4/16/2022

Brooke Stephens - Admin

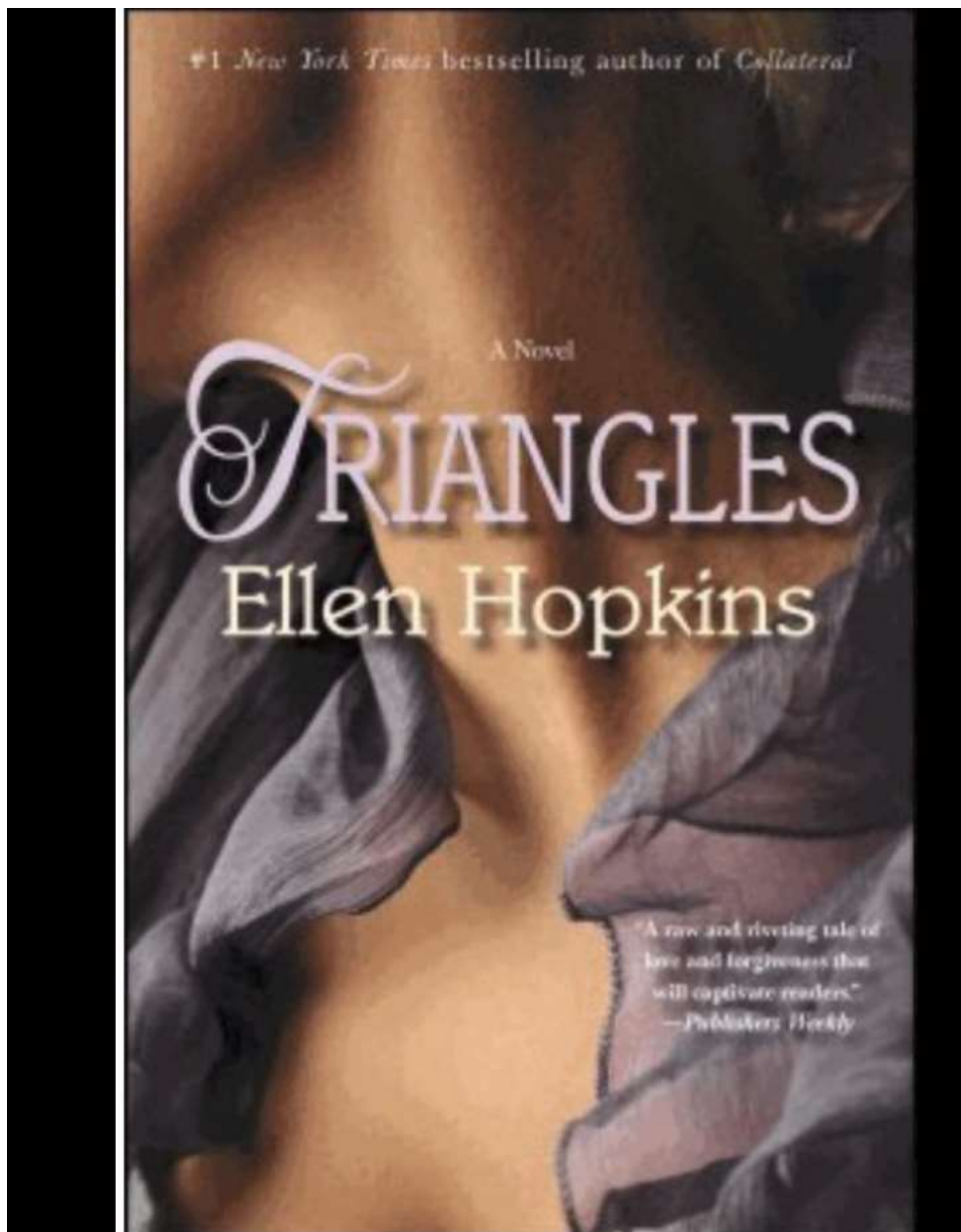
“I spent an hour with a sex crimes detective yesterday showing him book excerpts and HB374. One of my examples was Triangles, a book in Davis High School. Triangles is a book about a stay-at-home mom who loses 60 pounds and goes on a sex spree with individuals and groups of male and female friends, neighbors and strangers. What's the intended purpose of such a book? I wish I could understand the justification from the review committees, but they literally close the door. The only purpose I can see of making this book available to teens is to sexualize them into seeing their friends' moms in a new light.

The detective looked at the excerpts and said it was definitely pornographic. He explained that the police will not arrest for something that will not be prosecuted. Therefore, the next step of inquiry is to have a discussion with the prosecutor. The easiest, best and simplest solution is to remove pornography from schools. It shouldn't require this labor-intensive process. If HB374 is not honored by schools then that proves the necessity of further legal steps, whether that be the passing of more detailed legislation or other means. It is imperative that we challenge pornography now.

We need to let the schools choose what they will do, and we need the documentation.

How to challenge:

https://bwentzel6.wixsite.com/website-7/media-challenge-information?fbclid=IwAR2jkVKEUwpmvveprYKPXmg86GL2oi_X4X9vP4qjVtsoDQ-mWWiZ9qh3X84



CITATIONS

Page	Content
	wrists, stretching them over my head. The other he wraps around my eyes. I'm swimming in a dark sea where something unseen waits for me. "Don't move." It's hard to comply when his teeth rake my neck in a vampire style kiss, lower to my nipples. His bite is half brilliant hurt, half surreal pleasure. The scent, lifting from his hair, is spice. Cloves, I think. It's sharp, sexy as hell. "Open your legs." His face dives between them, and his mouth claims what he finds there. And when he says, "You can come now," I am beyond ready. "Now that you're wet, I'm going to do something I've always wanted to." He slips one finger inside me. Two. Three. At four, the pressure becomes terrific. But when I squirm, he gives my arms a warning tug. "No. Hold still." I do and he works his entire hand into that narrow place. And over the flashing silver pain, I shudder orgasm. "That's my girl." I wish I could see his rigid cock, fevered, and poised to push inside me. One wicked thrust and I come again. And again. And now, so does he.
369	He pulls off my blouse with a practiced hand, and before I can think about what might come next, he has lifted my breasts from the confines of my bra. "Lovely," he says. "Don't you think so?" he asks Lorraine. In answer, her lips, cool and silk-smooth, wrap around my nipple. Oh, God. This girl is not like the other. She is not gentle, her actions almost like a man's. Lorraine licks and pinches, right, left, and Micah moves into director mode. "Sit up on the table, facing me," he says. Then, to Lorraine, "I want you in panties only." The two of us comply. Micah eases a hand up under my skirt, slides the thong of my own panties to one side, and as his thumb begins a slow, slippery ride, Lorraine stands over him, facing me. And now I kiss a girl for the second time. She tastes of orange peel-bitter, sharp. I bury my head between the plentiful rounds of her breasts: Inhale. Her skin is warm and softly scented with ginger.
370	And now, as if I've done this a hundred times before, I move my mouth to taste her nipples. They are larger than mine. Luscious. My partner's hands pull me backward to lie across the table. He kisses Lorraine as Micah's tongue finds the sweet spot between my legs. It all becomes a heady mix of men. Tongues. Hands. Fingers. The unique brine of woman. The heat of cock. Condoms. Don't forget those. And, God, orgasm. Mine. Hers. Theis. I think other people are watching. Touching themselves because this foursome is amazing. Beautiful people doing incredibly sensual things. Segue to dirty, nasty things. And...
300	I reach for his zipper. Mouth. Tongue. Skin. Serious skin. Red champagne haze. Over me. Under me. G-spot deep inside me.
394	Better get in and see your doctor before I have to whack off so hard my pecker gets blisters. He smiled, but I don't think he was being funny.
395	...flashed her boobs for a free drink before offering herself up like a sacrificial piece of ass at a club called the Topaz.
431	In those hours when need unfolds you from deep creases of sleep, leaves you shivering beneath sheets of darkness, body and brain merged into a river of primal rage, rushing headlong toward cataract, a torrent that only an all-night, sweat-slicked fuck can assuage, would a kiss satisfy?
440	...wants to try. To see if I can have sex with Christian without thinking about his hands, traveling collarbone to hips down Skye's (narrower, longer) torso, pausing

CITATIONS

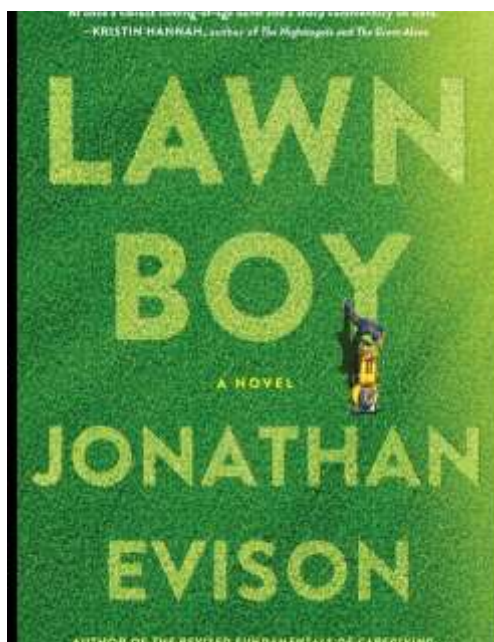
Page	Content
8	He leans me, stomach against the rumpled spread, over the bed, tugs down my shorts. I close my eyes as he slips two fingers inside me.
9	See now? You're ready for me. Strangely, I am, and when he pushes more than his fingers inside, the sex is comfortable. Easy. No work at all. It doesn't even take ten minutes until I feel the familiar tightening of his thighs. Jace comes. I don't. He punctuates his final thrust with a soft Oomph. Pulls away, sticky...
40	...and mint flavor his tongue. The kiss I return is not gentle, and when his body rocks against mine, he is hard against the throb growing faster, faster, between my legs.
40	...short denim skirt, he finds nothing but skin and hot, wet pulsing. His fingers start there, work their way inside. My body screams for orgasm, but not like that. "Fuck me," I beg. His eyes, feral, meet mine. He smiles, props me up on his knee. Unzips his fine silk trousers, brings the swollen knob of his cock just outside my thrumming slit. Stops. "Say please."
120	...an immediate end to it. To us. To amazing sex, or any sex except the battery-operated kind. But while that might take the edge off, it only whets my appetite for a more impressive menu. Solo orgasm isn't even a decent appetizer.
140	...in unison, to the taut knots that are my nipples. He grows rigid against my leg and I sigh...
140	...It moves down between my legs, finds undertow. One finger, two, go inside me. Three. Plunging. I am close but fight cresting with all I have. He licks along my torso and his face seeks the V between my thighs, tongue joining fingers. This is something remembered. But when he pushes inside me, the intensity of his thrusts is nothing I've ever known.
160	...practiced tongue, circling. Circling. Lifting me close and closer to the horizon. And when she goes down on me, there is an eloquence no man could match, and I understand why she said being with women is easy. Naïve about how to give back, all I do is try.
309	...me, tugs me so I'm straddling his legs That's it. Beautiful. He gentles his hands behind my shoulder blades, coaxes me forward and unhooks my bra. Lets it fall. Slips a hand under each breast, lifting them gently and framing my nipples with the Vs of his fingers. The motion unexpectedly ingenuous, as if he's touching a woman for the first time. And now his tongue teases into the folds, circling the marble tips. I bit the bottom lip against the moan trying to escape- too much a cliché for this moment. And the thing that shifted, whatever it was, slithers sideways again, reveals an emotion closer to love than lust. His hands fall away, to my thighs. They push me down, into his lap, only his jeans and my panties between the thing I want most right now, stiff and pulsing. He kisses me again, and my body screams to have him inside me, but he says...
310	Have you ever been tied up? It is the most intense experience in my life, and when I get home I'm glad the house is fast asleep, so it can go into my journal. Oil of Cloves. To offer up every slender thread of control is frightening. Exhilarating. I am naked when he lays me, trembling, on the bed. "I won't hurt you. Not if you're very good." He uses my stockings. One for my hands, which he crosses at the

CITATIONS	
Page	Content
	to caress her (larger, higher) breasts. Lowering his mouth to her (tauter? pinker?) nipples, circling them with the tip of his tongue before moving on. And lick her (flatter, browner) belly as she arches her (straighter) back, opens her (sleeker) legs inviting his face to plunge between them, inhale her peculiar pheromone perfume. To sample her unique favor, savor its taste it he wet of her orgasm without first seeking his own And when at last he lunges into her, hearing her moan, no scream, until she comes and he comes and they come together. Can Christian and I ever have sex without doing a threesome with her?
441	three mouths , uncertain of what needs to be kissed; three tongues with a plethora of places to lick and spaces to explore.
481	Sometimes you just want a loud, long, licentious fuck. Anything goes. No sound allowed but the soft-speak of sheets and unbidden vocalizations.
481	...requested," you might find the daily lay, no real effort required except the post-activity cleanup. But every now and then, sex becomes about remembering you're wanted. Knowing your alive. Folding yourself into someone's skin and suckling their life force to rekindle your own. Resurrection within the fusion of orgasm.

Facebook post from 11/3/2021

Brooke Stephens

Lawn Boy is available in... Jordan School District at Herriman High School and Mountain Ridge High School. Tooele District at Grantsville High School, Grantsville Jr High, Middle Canyon "ELEMENTARY", North Lake "ELEMENTARY", Tooele Junior High School, West "ELEMENTARY", Salt Lake City District at highland and Horizonte. Alpine District at Cedar Valley H.S. If you know this book is in any other Utah schools, please put it in the comments. Tutorial on researching books: <https://youtu.be/bRXtEQ5-JPq>



One passage in “Lawn Boy” reads: “What if I told you I touched another guy’s d***?” I said.

“Pff.” Nick waved me off and turned his attention back to his beer.

“What if I told you I sucked it?”

“Will you please just shut up already?”

“I’m dead serious, Nick.”

“Well, I’d say you were a f**.”

“I was ten years old, but it’s true. I put Doug Goble’s d*** in my mouth.”

“The real-estate guy?”

“Yeah.”

Nick looked around frantically. “What the f*** are you talking about, Michael?”

“I was in fourth grade. It was no big deal.”

Cringing, Nick held his hands out in front of him in a yield gesture. “Stop.”

“He sucked mine, too.”

“Stop! Why are you telling me this?”

“And you know what?” I said. “It wasn’t terrible.”

Aaron Bullen 11/23/2021

Some books need to be removed from libraries multiple times.

"Fairfax County Public Schools has reinstated the books “Gender Queer” and “Lawn Boy” after they were temporarily pulled because their contents depicting gay sex are so graphic that when a mother read from them at a school board meeting, she was cut off and school board members fled"

WARNING: EXTREMELY GRAPHIC IMAGE (COMIC STYLE CARTOON) ON THE DAILYWIRE LINK BELOW. THIS IMAGE ISN'T CHILD OR WORK-SAFE BUT THE BOOK “GENDER QUEER” HAS BEEN REINSTATED SO IT'S APPARENTLY OK FOR FAIRFAX COUNTY STUDENTS. I'M ONLY LINKING THE STORY SO YOU KNOW WHAT IS AVAILABLE IN PUBLIC SCHOOL LIBRARIES. THIS IS WELL BEYOND SUPPORTING “DIVERSITY”. I REMOVED IT FROM THIS PAPER SO YOU WOULDN'T BE SURPRISED BY THE IMAGE. PARENTS NEED TO UNDERSTAND WHAT IS GOING ON.

School District Reinstates Notorious Raunchy Books, Saying ‘Gender Queer’ Comic Is ‘Scientifically Based’ – 11/23/2022

<https://www.dailywire.com/news/school-district-reinstates-notorious-raunchy-books-saying-gender-queer-comic-is-scientifically-based>

<https://archive.ph/QMhym>



“Fairfax County Public Schools has reinstated the books “Gender Queer” and “Lawn Boy” after they were temporarily pulled because their contents depicting gay sex are so graphic that when a mother read from them at a school board meeting, she was cut off and school board members fled the dais.

(Link added by the author of this paper)

Citizen Participation FCPS School Board Meeting - September 23, 2021

<https://www.youtube.com/watch?v=b6Xm4AX25tE>



The video doesn't show anyone walking away but perhaps there is a longer version. They couldn't stand hearing a citizen quote books available in their own district? I hear one board member exclaim that there are children present. This makes NO sense! This is more evidence that even when some school boards are shown indisputable evidence they want to shut parents down. This dynamic is at least as troubling as the content itself.

Continue the story here:

"I can't wait to have your c* in my mouth. I am going to give you the blowjob of your life, and then I want you inside me," parent Stacy Langton read from Gender Queer at a school board meeting on September 23."**

"The books were pulled from the shelves pending a review by a committee, but on Tuesday, FCPS said the books were back in libraries as part of "reaffirming [its] commitment to supporting diversity in literature." It said the committee concluded that Gender Queer is "a well-written, scientifically based narrative of one person's journey with gender identity that contains information and perspective that is not widely represented. This depiction includes the difficulties nonbinary and asexual individuals may face." "The book neither depicts nor describes pedophilia," it said, even though the book pictures a man with an erect penis touching the penis of a boy.

Gender Queer is a comic book and it is unclear what is "scientifically based" about it. The Daily Wire read and reviewed the book, reporting that: ... [I]t shows a nonbinary teenager and young adult who says her "sexual fantasies involved two male partners" and whose sister tells her to "taste yourself," leading her to put what she calls "vagina slime" on her finger. In her journey of self-discovery, Maia visits the headquarters of a porn company that produced films called "Public Disgrace," "Bound in Public," and "Hardcore Gangbangs." As a young adult, Maia wears boys' cartoon underwear and wants the "high-fantasy-gay-wizard-prince look of my dreams." After dating a sex shop owner for two months, Maia's partner says, "I got a new strap-on harness today. I can't wait to put it on you it [sic] will fit my favorite dildo perfectly." When the partner attaches the sex toy and performs oral sex on it, Maia complains that "I can't feel anything."

Maia gets a job as a librarian and starts teaching classes to girls between the ages of 11 and 14. "I wonder if any of these kids are trans or nonbinary, but don't have words for it yet?" the author says. "How would I help support a young person who came to me with the same feelings I have about gender? ... if the kid hadn't hit puberty yet, I'd say try hormone blockers." Its author, Maia Kobabe, defended the book in an error-filled op-ed in The Washington Post, falsely claiming that the book had been banned by FCPS on September 23 and that someone had been arrested at the school board meeting, and claiming the opposition was because of its "queer" nature rather than the explicit drawings of sex.

Langton, the parent whose rendition of the books caused the school board to silence her by saying, ironically, that her words were not appropriate for children to hear, reacted to the reinstatement on Tuesday, telling The Daily Wire: "It has no pedophilia in it? Excuse

me, what is this picture with the bearded man fondling the genitals with his erect penis of a boy? How did they talk about this at the roundtable? Everything they say is ridiculous.”

Parent mic cut during school board meeting, this time in Nevada...

Libs of TikTok - 5/16/2022

@libsoftiktok

A mom in @ClarkCountySch reads from a graphic assignment her daughter was required to do. Her mic then gets cut off because it's inappropriate for a public discussion.

Adults can't handle hearing this content yet they readily give it to kids in school. How does it make sense?

<https://twitter.com/i/status/1526401955311984641>



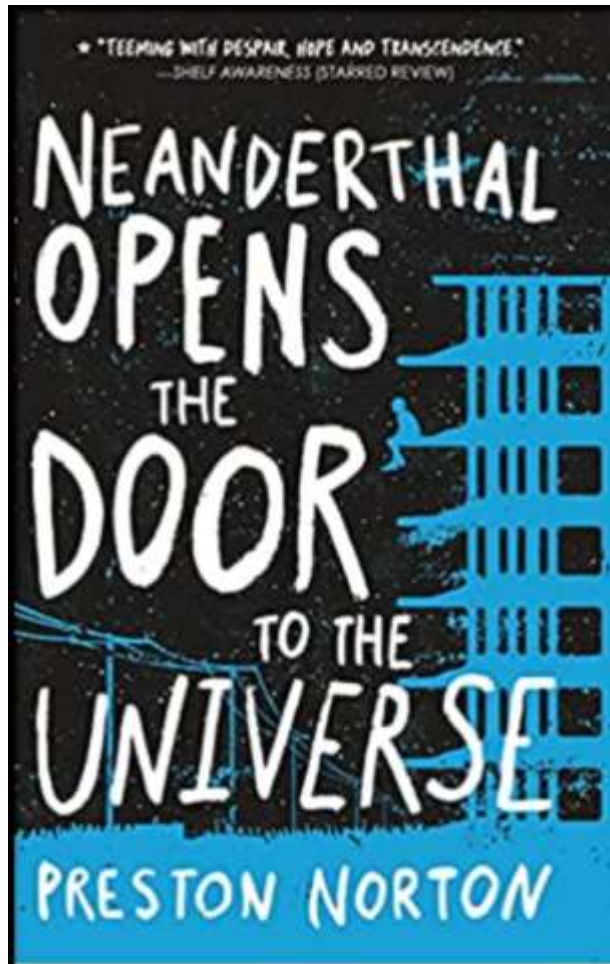
<https://archive.ph/S3F4o>



Facebook post from 3/30/2022

Brooke Stephens

“I would think this would be getting embarrassing to my school district. I'm happy to send them the locations privately if they want that. But, parents need to know so they can challenge at their individual schools since we can't challenge at the district level. Please post locations. Since parents are not allowed to participate in the reconsideration discussion, this broadcast of content and location is how we get involved. To be clear, one parent can participate in the reconsideration discussion, but not the one who is challenging the book. Davis: Clearfield High School, Davis High School, Farmington High School, Mueller Park Junior High, Shoreline Junior High, Viewmont High School”



Mary in the Library USA 3/30/2022

Neanderthal Opens the Door to the Universe by Preston Norton

Publisher: Little, Brown Books for Young Readers; Reprint edition (April 16, 2019)

The mad mama bear who provided this did her research!!!! Bless her soul for subjecting herself to this trash to protect children.

292

The video opened to the setup of a porno... technically it was a desktop webcam view of Esther's bedroom. Zeke was wearing nothing but gym shorts - spread-eagled, back exposed, wrists tied to the sturdy curtain rod of the bedroom window. Esther, meanwhile, was holding an honest-to-god tasseled whip.

"Why are you being punished?" said Esther.

"I...I keep having impure thoughts," said Zeke.

Esther whipped Zeke's back. He yelped - although there seemed to be a fine line between pain and excitement.

Esther lifted the tasseled whip to her nose and smelled it like a bouquet. "Mmm, Just impure thoughts?"

"No," said Zeke. "I masturbated to your family vacation pictures.

"How many times did you masturbate to those pictures?"

Nineteen times."

Esther shook her head, tsk-tsking. She whipped him again.

"Ohhhhh," said Zeke. "Ohhhhhhhhhhhhhhhhh."

There wasn't an inch of his body that wasn't totally enjoying this.

"Tell me what you want," said Esther.

"I want your body," said Zeke.

Esther whipped him again. Zeke howled

"Well, you can't have it," she said.

Again with the whip.

"AHHHHHHHHHHH,"...

So, just to recap, HAL gave us a Puritan-style dominatrix-BDSM pseudo-porno. There are other references to masturbation/ejaculating, the "hand is so convenient", banging My Little Pony, transcendence - to become God, drug and alcohol use, states most people don't try to be racist, it's programmed into our culture, LGBTQ+ is also sprinkled throughout. Not only am I concerned, as I rightly should be about this one scene, but it is also littered with profanity, blasphemies, brutality, sexual content, and more. On page 1 there are 3 bullshs, and 1 h*ll, by page 7 it has the first fu**ed, and throughout this book, which I had to stop marking because of the overwhelming amount of profanity, there are 100's if not close to 1000 or more. The first blasphemy is on page 29 where it says Je**s Chr**t, those also are littered throughout the book.**

There is a group called the JT's (Jesus Teens) who portray Christianity negatively. There are numerous fights, alcohol and drug use, abuse by a father, and sexual content. On page 26 it briefly talks about cave-man sex and dinosaur sex, 29 "fat a proolly has gonorrhea or Ebola or some sh**", 78 masturbation ointment, 151 animal instincts and hormones, 199 I love sex, sex 13 times with 13 different girls, only remember 4 of their names, I love masturbating, the hand is so convenient, 218-19 man-cherry, other part so hard, 244 dick, rock hard, ejaculating, 253 like your getting a BJ, 351 banging My Little Pony. So, just to recap, HAL gave us a Puritan-style dominatrix-BDSM pseudo-porno**

1

bullshit, shit, hell, bullshit

3

douchey, douchebaggy, douchebag, {I haven't seen the guy's ding-dong, but I imagine it was the size of a small nuclear warhead}

4

fuck, assed

5

STD, STDs!

6

clone-ass, damn, Kiss-Ass,

7

ass, fucked, damn, bitch, ass-taxi

8

shit, bitch, cockmuppet, shit, ass, shit, ass

9

bullshit, goddamn, Bullshit-O-Meter,

10

bastard, shit, shit

11

hell, damn, ass, hell, hell, pot-smoking, shit, Hell

12

shit, shit, shits, shits, shits, shit, ass, shit,

14

damn, hell, shit, shit, shithole

15

drunk-ass, ass, shit

16

hell, shit

17

shit, hell, shit, ass, goddamn, queer, queer, shit, ass bitch, fucking, ass

19

assholes, {hide the right side of my face}, hell,

20

{one guy got gutted by these piggy aliens, and they laid all his organs out like lawn ornaments}, hell, {forgot to hide the right side of my face}

21

bastard, shithole, bullshit, {Shane and I were his punching bags}, hell, asshole, hell

22

fucking

23

motherfucking, humongous dicks, bullshit, hell'd, damn,

24

Shitty, hell, {movie only made sense when you were high}, hell

25

bastard, bullshit, {delinquent partying, hangovers, and sandy, vaguely unsanitary beach sex}

26

shit, hell, shitting, {wild caveman sex}, {Ride 'em dinosaur-style! Jurassic Park-style!}, {dinosaur sex}, ass

27

fucking assholes

28

ass, shit, Shit That Will Get Your Ass, ass, bitch-slap, bitch-slap

29

ass, {rock the lacy underwear}, shit, ass, ass, {your ass proly has gonorrhoea or Ebola or some shit}, Jesus Christ

30

{grabbed her breasts}, {cop a feel}, {touch mine}, {I'll touch your boobs}, tits, {showcasing her breasts}, souped-up joint, badass, motherfucker, titties, ass

31

shit, hell,

32

Kill Aaron, shit, asshole, {fascist police state}

33

smart-ass,

34

hell

35

hell, ass, hell, shit

36

Dammit, shit, shit, shit

37

Transcendence, {needed to get high}

38

{little joints on toothpicks}, {clearly baked}, Shitdom, {little joint}, marijuana,

39
shit-ton, selling pot, shit-ton, damn, shit, {thirty-three percent THC}, joints, roasted,
roasted, smoke, {Magic Dragon}, {Puffing}, real-life porno
40
{nudged the joint in my mouth}, {turned me on}, bitch, shit, hell, {smoking a used joint},
smoked half the “high” out of it}, hell, shit, bastards
41
{world was so damn bigoted}, hell,
42
hell, smoked a little pot,
43
{blew his brains out the top of his skull}, son of a bitch
47
ass, Ass-Kicking, ass, ass-kickee, ass, douchebaggery, ass, ass, sexless orgy, Hell
48
Kyle cock-waffle Dunstone
49
asshole, Ass-Kicking, shitting, Jesus, still high, marijuana, Kyle dick-for
50
Shit, marijuana hallucination, bullshit
51
hell, Shit-O-Meter, {marijuana my ass}, {laced with mushrooms}, shit
52
canine fetish, God, Dammit,
54
hell
55
Kick-ass, badass, {Noah’s make-out man}
56
Hell, Dammit
57
Christian clique, JT’s(Jesus Teens), more of a malevolent cult, cult leader
58
hell, {ostentatious and yet mildly ambiguous Bible buzzwords}, {entire congregation went
on the offense}, {clearly Jesus did not eat with sinners}, (angry mobs storm the castle
waving torches and pitchforks}
59
{“The Bible teaches you to hate gay people,”}, hell, shit
60
bullshit, ass, bastard’s, hell, damn, Dammit
61
hell, hell,
62
shit
63
bullshit, hell, bullshit
64
Son of a bitch, hell, hell
65
bastards, Damn, Dammit, hell

66
HELL, hell, bastard, HELL, DAMN, fucking, asshole
67
bullshit
69
Son-of-a-bitch-don't-talk-I'm-not-done
70
shit
71
hell, badass
72
bitches
73
shitty, ass, oh shit
74
asshole, shit, dickwipe
75
hell, shits
77
Jesus
78
masturbation ointment
80
shit-kittens, shit, kick-ass, son of a bitch
81
Sonuvabitch, shit, shit, {go kill yourself like your dumb-ass brother}, {go kill yourself like your dumb-ass brother}, Son of a bitch
82
{go kill yourself like your dumb-ass brother}, {go kill yourself like your dumb-ass brother}
83
ass, Jesus
84
fucked-up, fucked-up, fucked-up, fucked-up
85
fucking, assholes, assholes, asshole, fuck
86
bullshit, ass, bullshit
87
shit
88
shit, shit, ass, mother-fucker, damn, {Most people don't try to be racist. It's preprogrammed in our culture.}, smart-ass, bullshit, asshole, shit
89
shit, shitty, shit,
91
shit
92
god-damn, shit, shit, motherfucker, goddamn
93
shit, Pulp Fiction, Reservoir Dogs, ass
94
God

95
hell, shitty

97
bitching, {malevolent cult of psycho zealots}

98
Fuck, ass, bullshit, {rip your testicles out of your scrotum with my bare hands and wear them as earrings}

99
WTF

100
Shit

101
Big-Ass, shitty, shitty, shitty

103
God's name, shit, assholes, Jesus, goddamned

104
hell, fuck

105
shit, asshole

106
ass, shit, nudie magazine

107
bullshit, assholes, ass

109
hell, ass, lesbian, bisexual

110
Hell, badass, Hell, God

111
dumb-ass, shit

112
Damn, joint, Dammit, {touch your boobs}, Shit, Hell

113
weed, wonked, {dick was at twelve o'clock and harder than advanced Calculus}

114
hell, bitch

115
badass, Shits, Damn, hell, dipshit, hell

118
Hell, Shit, Goddamn, hell, goddamn, hell

119
hell, goddamn

120
ass, badass, big-ass, hell

121
shit, goddamn, hell

122
hell, shit, Daa-aa-aamn, dipshit, hell, shit, damn, goddamn

123
goddamn, FUCK OFF, asshole, hell, Jesus, hell

124
asshole

125
shit, hell, {Our animal instincts and hormones assessed the height situation...}, ass
127
hell, fucking
128
hell, cheap-ass, cheap-ass, shit, shit
129
bastards, The Hateful Eight, ass, bullshit, Shit
130
bitch, bastard
131
bullshit, shit
132
Dammit, ass, ass
134
Assbutts
135
shit, Shit, shit, shit, Hells
136
bitch, hell, hell, ass
137
helluva, God
138
ass, whore
140
badass, ass, damn, {Is it ok to have sex with your cousin}
141
shit, apeshit
143
shit, damn, shit
144
Reservoir Dogs, shitty, shitty, shittiness
146
shit
147
Oh my God
148
Jesus Christ, Jesus Christ, hell's, Freudian-ass, shit
149
asshat, asshat, Pulp Fiction
151
purely sexual, almost businesslike
153
Hell, bastards
154
shittiest, second-shittiest
156
God
157
hell
158
motherfucking, hell, POS, shit

159
hell, bullshit, Bitch, shitty
160
Assholes, shit, Shit, Shit
161
hell, shit
162
hell, hell, hell
163
shitty, punk-ass, hell, shit
164
hell, goddamn
165
{Lick my anus, dickweasel}, Hell, Hell
166
asshole, Damn, fucking
169
dipshits, dipshit, asshole
170
Dammit
172
fuckups, Hell, Shit
173
Jesus Harold Christ
174
hell, shit, shit
175
Shit
177
hell, damn
179
dipshits, dipshits, crazy-ass
182
My God, Shit, ass
183
God's sake, fucking, shitstorm
184
fucking her, God
185
hell, oh my God
186
shit, hell
187
Oh my God
188
Hell
189
ass, shit, goddamn
190
damn, shit, shit, Oh my God
191
Oh. My. God, Jesus Hernando Christ

192
bullshit
194
fucking, dipshits, dipshit, fuckweasel, fuckin', badass
195
bullshit
196
hell, damn, shithole, shit
197
hell
198
"holy shit", shit
199
{had sex thirteen times, with thirteen different girls...only remember four of their names...I love sex...I love masturbating...damn convenient...A hand knows exactly how you want it}, shitty, shitty
201
marijuana, cocaine
204
damn, Mary Poppins little queer
205
shithead, shit
206
ass, damnedest
208
Kiss my ass, {anxiety over the size of his dick}
210
Jesus, fucking
211
Oh my God, Jesus
213
hell, {whip and handcuffs}, Fuck Fuck Fucking Fuckers Fuck
214
bitch, shit's, douchey
215
smart-ass, badassery, Fuck, crack-ass, bitch
216
shit
217
Hell, Hell, dumb-ass, ass, fucker
218
{cut the foreplay and get down to biz-naaaaaas, Hoooooooly shit, Hell, {get that you stick the thing in the other thing}, condoms, pot, {who's ready to get roasted}
219
man-cherry, {other part of me was so hard...sunk the Titanic by turning sideways}, rolled single joint, shit, {ripped to the tits}, joint, weed
220
{still had the Leaning Tower of Pisa in my pants}, fucked, Christ, fuck
221
shitty, heroin, rich-ass
222
fuck, {shoot up together}, fucking, bullshit

224
damn
226
smart-ass
227
shit, shit
228
asshole
230
shithole, shitty, ass, shitty
231
Transcendence, {Becoming God}, shittier
232
shitty, shittiest
233
Oh my God, {stuck the gun in his mouth and blew his brains out}, cerebral leftovers
formed a pool}
235
fucking, fuck, dammit
236
Christ's sake
237
ass, 'Fuck You, Bitch', dumb-ass
238
shit
240
acid trip
241
shit
242
{Becoming God}
243
Jesus Harvey Christ
244
Shitty, bullshit, {rock-hard dick}, {Ejaculating with all sorts of dick moves}
245
goddamn
246
Shit, shit, bullshit, Hells
247
shit, Shit, Shit, shit, shit, shit, damn
248
shit, Jackie Brown, Kill Bill Vol. 1
249
ass-kicking, bastard
250
fuck
253
ass, goddamn, bitch, {getting a BJ}, ass, GOD
254
Hells

255

{Trainspotting and Requiem for a Dream}, Jesus Humphrey Christ, shit, ass, Shit, Shit, shit, shit, ass

256

ass, God, shit-ton, {get high together}, {basically an orgasm}

257

{sexually aroused...dick was probably indestructible}

258

Dammit, shit

259

{Winter's Bone}

260

{smack, the H}, Fuck

261

bitch, bitch

262

asshole, fuckface, hell

263

{shoot up with her too}, Oh my God

264

fucking, Fuck

265

shit

266

fucking, fucking, fuckness, shit, asshole, fucking

268

hell, God, hell, bullshitting

269

Shit, bitch ass, queer, homo, ass, pussy

270

ass, bullshit, hell

271

FUCK, fuck, fucking

273

bitch

274

Oh my God, {sexually overwhelmed}, shitty

275

shitballs, badass, badass, shit

276

fucking, Shit, shit, {done with the dangerous stuff}, Hell

279

shit, Jesus, assclown

282

shit

284

{female porn}

285

Oh god

286

Oh god, Oh my God, {hypothetical three-way}

287

Dammit, fuck

288

{leather chaps...Chippendale cuffs}

290

{bank-robbed your virginity}

291

Shitballs

292

{The video opened to the setup of a porno. Okay, technically it was a desktop webcam view of Easter Poulson's bedroom. Zeke Gallagher was guest-starring, wearing nothing but gym shorts - spread-eagled, back exposed, wrists tied to the sturdy curtain rod of Esther's bedroom window. Esther's, meanwhile, was holding an honest-to-god tasseled whip.

"Why are you being punished?" said Esther.

"I...I keep having impure thoughts," said Zeke.

Esther whipped Zeke's back. He yelped - although there seemed to be a fine line between pain and excitement.

"No. Way," said Aaron.

Esther lifted the tasseled whip to her nose and smelled it like a bouquet. "Mmm, Just impure thoughts?"

"No," said Zeke. "I masturbated to your family vacation pictures. You were wearing a red swimsuit with white polka dots,"

"How many times did you masturbate to those pictures?"

"Nineteen. Nineteen times."

"Christ on a Triscuit!" I said.

"Nineteen times." Esther shook her head, tsk-tsking. She whipped him again.

"Ohhhhh," said Zeke. "Ohhhhhhhhhhhhhhhhhhh."

There wasn't an inch of his body that wasn't totally enjoying this.

"Tell me what you want," said Esther.}

293

{ "I want your body," said Zeke.

Esther whipped him again. Zeke howled so loud, I felt embarrassed for everyone in the neighborhood.

"Well, you can't have it," she said. "My body is a temple."

Again with the whip.

"AHHHHHHHHHHH,"}, {So, just to recap, HAL gave us a Puritan-style dominatrix-BDSM pseudo-porno}, {raging boner}, shit

294

shit

296

The Hills Have Eyes, {having sex}, shit-talked, goddamn, shit

297

shit, Damn, damn

299

fuck

300

shit, bitch, bullshit

301

ass, fucking, bitch, badassery, ass, fuck, asses

302
hell, damn, shit
303
ass, Shit
304
shit, shitty, ginormous-ass
305
OH MY GOD, {Snapchat nudes}, ass, shit
306
shit, shit
307
shit
310
shit, spiritual-ass
313
Oh my God
314
Oh my God, hell, hell
315
Oh my God, ass
317
shit, shit, hell
319
shit, hell
324
Oh my God
326
fucked
327
asses, ass, slut, bitch
328
shit
329
shit
331
shit, goddamn
332
fucked
333
shit
335
fuckin', shit, fuckin', CHRIST'S SAKE, shit
337
goddamn
338
HELL, shitting
341
Christ
342
Fuck, fuckin', Holy hell
343
Shit

344
Shit, shit, shit
345
Christ
347
half-assed, hell
348
hell
349
kick-ass
350
ass
351
{which My Little Pony they would bang}, {only pony worth banging}, damn, ass
353
{I would bang Shutterfly}, Jesus Christ, fucking
354
ass, fucking
356
asses
358
goddamn
359
Damn
360
WTF
361
fucked
363
{dared me to stick my dick in a toaster}, {HURTING HIS DICK IN A TOASTER}, Oh my God
364
Goddammit
365
God, God
368
Oh my God
369
damn
370
Shit, shit, shit, shit, shit
373
hell
376
Damn
378
ass, dumb-ass, dumb-ass
379
Christ!, fucks, fuck
381
Holy shit!
382
Damn, hell, ass

383

V is for Vendetta

384

{stole some beers from my dad's garage stash}, Oh my God

385

Holy shit

386

shit, hell, Shit, Oh my God

388

Holy shit

389

Oh my God, DAMMIT, Shit, bitchin'est

390

Jesus, shit, Fuck!, shit

391

Oh my God, Holy fuck, fucking, ass, holy shit!

392

hell, Jesus Christ, fucking

395

hell, Oh my God, oh my God, hell

398

Damn

399

{drank four beers}

400

God

401

Oh my God, Dammit, damned

405

big-ass, shitting, SHITTING, SHITTING

406

Shitty



Megan Vosgerau Jay

In Brighton High, Corner Canyons High, Jordan, and Alta High Canyons District.

Jamie Star-Kinzie

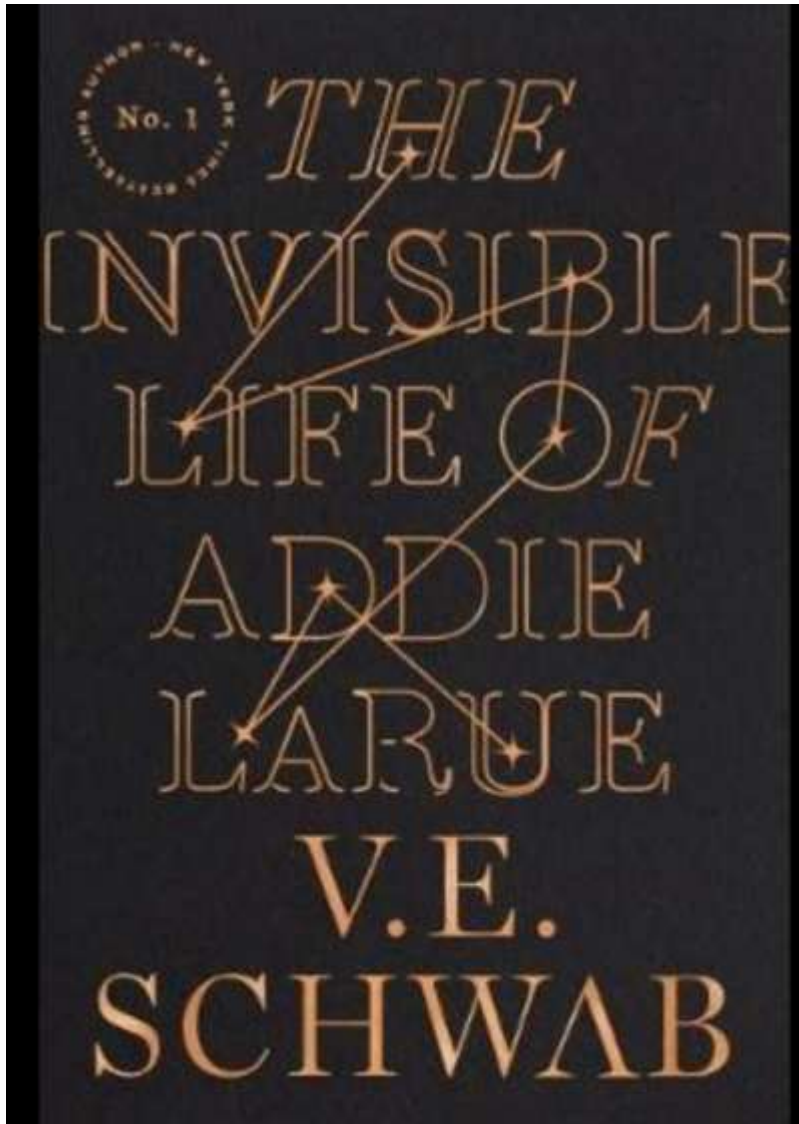
Just to add... Preston Norton is bisexual, slightly genderqueer, and married. He is the author of Neanderthal Opens the Door to the Universe, Where I End and You Begin, and Hopepunk.

Jamie Star-Kinzie

I got the above   author information as well as these ratings from the "goodreads" website. Average rating 4.26 · Rating details · 2,852 ratings · 686 reviews Definitely has no business being in the school libraries.

Facebook post from 11/8/2021

Brooke Stephens
The Invisible Life of Addie LaRue:



she nods, he drops his head to kiss her, and only then does he press on, press in, press deep.

Her back arches as that pressure gives way to pleasure, a deep and rolling heat. Their bodies press and move together, and she wishes she could erase those other men, those other nights, their stale breath and awkward bulk, the dull thrusts that ended in a sudden, abrupt spasm, before they pulled out, pulled away. To them, wet was wet, and warm was warm, and she was nothing but a vessel for their pleasure.

She cannot erase the memory of those other nights—so she decides to become a palimpsest, to let Remy write over the other lines.

This is how it should have been.

The name Remy whispers in her hair is not hers, but it doesn't matter. In this moment, she can be Anna. She can be anyone.

Remy's breath quickens as his tempo rises, as he presses deeper, and Addie feels herself quicken, too, her body tightening around him, driven toward the edge by the rocking of his hips and the blond curls tumbling into her face. She coils tighter and tighter, and then she comes undone, and a few moments later, so does he.

Remy collapses down beside her. But he doesn't roll away. He reaches out, and sweeps a lock of hair from her cheek, and kisses her temple, and laughs, little more than a smile given sound, but it warms her all the way through.

He falls back against the pillow, and sleep comes over them, his leaden in the aftermath of pleasure, and hers light, dozing, but dreamless.

Addie no longer dreams.

She hasn't, in truth, since that night in the woods. Or if she has, it is the one thing she never remembers. Perhaps there is no space inside her head, full as it is of memories. Perhaps it is yet another facet of her curse, to live only as she does. Or perhaps it is in some strange sense a mercy, for how many would be nightmares.

But she stays, happy and warm beside him, and for a few hours she almost forgets.

Remy has rolled away from her in sleep, exposing the lean breadth of his back, and she rests her hand between his shoulder blades, and feels him breathing, traces her fingers down the slope of his spine, studying his edges

so she answers, "Let me walk you home," and when he opens his mouth to protest, she presses on, "The darkness is no place to be alone."

He meets her gaze, and perhaps he knows her meaning, or perhaps he is as loath as she to leave this night behind, because he quickly offers his arm and says, "How chivalrous," and they set off together again, laughing as they realize they are retracing their steps, returning the way they came. And if the walk to her imagined home was leisurely, the walk to his is urgent, threaded with anticipation.

When they reach his lodging house, they do not pretend to say good-bye. He leads her up the stairs, fingers tangled now, steps tripping and breathless, and when they reach his rented room, they do not linger on the threshold.

There is a faint catch in her chest at the idea of what comes next.

Sex has only ever been a burden, a necessity of circumstance, some required currency, and she has, up until now, been willing to pay the price. Even now, she is prepared for him to push her down, to shove her skirts out of the way. Prepared for the longing to break, forced away by the unsubtle act.

But he doesn't thrust himself upon her. There is an urgency, yes, but Remy holds it taut as rope between them. He reaches out a single, steady hand, and lifts the hat from her head, sets it gently on the bureau. His fingers slide up the nape of her neck, and through her hair as his mouth finds hers, the kisses shy, and searching.

For the first time, she feels no reluctance, no dread, only a kind of nervous thrill, and the tension in the air is laced with breathless hunger.

Her fingers fumble for the laces of his trousers, but his own hands move slower, undoing the laces of her tunic, sliding the cloth over her head, unwrapping the muslin bound around her breasts.

"So much easier than corsets," he murmurs, kissing the skin of her collar, and for the first time since those nights in her childhood bed back in Villon, Addie feels the heat rising in her cheeks, across her skin, between her legs.

He guides her back onto the pallet, kisses trailing down her throat, the curve of her breasts, before he frees himself, and climbs onto the bed, and onto her. She parts around him, breath hitching at the first thrust, and Remy pulls back, just enough to catch her eye, to make sure she's okay, and when

“How much?” he asks in a gruff voice.

And she has no idea what a body is worth, or if she is willing to sell it. When she does not answer, his hands grow rough, his grip grows firm.

“Ten sols,” she says, and the man lets out a bark of laughter.

“What are you, a princess?”

“No,” she answers, “a virgin.”

There were nights, back home, when Addie dreamed of pleasure, when she conjured the stranger beside her in the dark, felt his lips against her breasts, imagined her hand was his as it slipped between her legs.

“My love,” the stranger said, pressing her down into the bed, black curls tumbling into gem-green eyes.

“My love,” she breathed as he entered her, her body parting around his solid strength. He pushed deeper, and she gasped, biting her hand to keep from sighing too loud. Her mother would say that a woman’s pleasure was a mortal sin, but in those moments, Addie didn’t care. In those moments, there was only the longing and the want and the stranger, whispering against her skin as the tension deepened, the heat building like a storm in the bowl of her hips, and then in her mind, Adeline would pull his body down on hers, drawing him deeper and deeper until the storm broke, and thunder rolled through her.

But this is nothing like that.

There is no poetry to this unknown man’s grunts, no melody or harmony, save the steady noise of thrusting as he pushes himself against her. No rolling pleasure, only pressure, and pain, the tightness of one thing being

Debbie Mulholland

Disturbing this is in the schools at all but I’m floored it’s in Jr. Highs.

Aaron Bullen

In Timpview High School

Deann Hadley

Weber District:

Weber High

Bonneville High

Virginia school librarian describes students as 'sex workers' – 5/28/2022

<https://thepostmillennial.com/virginia-school-librarian-describes-students-as-sex-workers>

<https://archive.ph/SbixP>



“A concerned middle school teacher in Loudoun County, Virginia couldn’t let the comments of fellow school employee Stefany Guido slide after reportedly hearing her say some students — the majority of which are 11-13 years old — could be considered "sex workers." Guido, a librarian at Sterling Middle school, made the statement while defending a library book which said sex work is just like any other job, comparable to a

store clerk, an architect, or a journalist. As sex workers, students could benefit from the book's placement on library shelves, Guido said.

Police are investigating after a middle school librarian allegedly defended a pro-prostitution book by saying it belonged in the library because many of the school's 11- to 13-year old students are sex workers. Educators are mandatory reporters. The anonymous teacher who reported the comments didn't initially believe the book existed. She heard about it from the tweet of a concerned parent and decided to investigate. Before long, she discovered the book. Titled "Seeing Gender; an Illustrated Guide to Identity and Expression," the book defends sex work as a respectable and upstanding career choice in a chapter titled "Sex Work is Not a Bad Term."

From a Loudoun middle school library, "Seeing Gender" by Iris Gottlieb.

<https://archive.ph/yuOML>



— LCPS Can Do Better (@LCPSDoBetter) May 24, 2022



"Prostitution is illegal in the state of Virginia under VA Title 18.2. And while the book might have asserted a perceived commonality between sex work and other professions, the law of the state does not."

“The content of the book was enough to shock the teacher. But what alarmed her more was Guido's assertion the book should remain in the school library because it could be useful to students. As sex workers, Guido postured, the book would help them feel validated and less alienated. "She started talking about how there's kids who come to the library who do sex work, and this makes them feel validated," the teacher told police. "As a teacher, if you get an individual student coming to you because you're abused, you have to go to the police immediately." Guido further defended her position, saying the book doesn't contain pornographic materials, and as such, was fine to be read by children.”

No matter where you stand on the state teaching young children about gender, race identity, and sexual orientation I would hope that a story like this informs you about how a children's book about gender might also include things you aren't comfortable with. A book that teaches middle school students that sex work was once a celebrated line of work and should be viewed just like any other job is a problem. The rationale the librarian uses is that the middle school student sex workers need to feel validated about their choice of work is truly insane no matter how much you worship at the altar of intersectionality.

If we validate students' choice to be a sex worker and give them access to books like this aren't we encouraging them to continue the behavior rather than helping them move out of a dangerous lifestyle? This is an adult book and the state has no business providing it to children who haven't fully developed the capacity to properly judge the ideas in this book. Parents trust their local educators to look out for their children. This is another example of how that trust is being breached regularly. The local middle school librarian knows what your child needs better than you do right?

Age Segregation

Quote from Charles Silberman about age segregation from his book, *Crisis in the Classroom: The Remaking of American Education* (1970) p. 166.

“It is constructed upon the assumption that a group of minds can be marshalled and controlled in growth in exactly the same manner that a military officer marshalls and directs the bodily movements of a company of soldiers. In solid, unbreakable phalanx the class is supposed to move through all the grades, keeping in locked step. This locked step is set by the 'average' pupil—an algebraic myth born of inanimate figures and an addled pedagogy. The class system does injury to the rapid and quick-thinking pupils, because these must shackle their stride to keep pace with the mythical average. But the class system does a greater injury to the large number who make slower progress than the rate of the mythical average pupil . . . They are foredoomed to failure before they begin.

This critic was writing in 1912!” The criticism of age-grading was written by Frederick Burk, first president of what became California State University at San Francisco, a teaching-training college. Burk went on to write, "Could any system be more stupid in its assumptions, more impossible in its conditions, and more juggernaut in its operation?" But age-grading survives to this day, despite repeated reform proposals.”

Here is a great article on why age segregation is a problem:

https://learninfreedom.org/age_grading_bad.html

<http://archive.today/ha2b>



Quote from John Taylor Gatto? I think

“The real world outside of school allows people of all ages to learn and grow from one another. Why is it that the school system is one of the only places to keep holding on to this outdated idea? This idea began in the mid nineteenth century but prior to this education was much different. Many of the ideas adopted in America were adopted from the Prussian educational model. This model of tight controls to produce obedient citizens is still with us today. The Prussian education system is worth looking into but I won't get into it much here since it's a vast topic. In essence the battle of Jena resulted in Napoleon defeating the Prussians.

The loss was caused by military men making unauthorized decisions. After this battle the government decided to create a more obedient and trained military man who would not deviate from commanders instructions. I'm paraphrasing here but that method of schooling was imported in the mid nineteenth century. There was much uproar from parents when the idea for compulsory schools starting popping up on the east coast. The very idea that you would be forced to send your child to be schooled by an expert stranger was preposterous to many. This method of schooling dovetailed nicely with the industrial revolution. We needed factory works and consumers to buy the goods.”

Track and Field

My sons spent the last few months participating in a local track and field program. Watching my sons practice with and compete against other children has illustrated the deficiencies of segregating children by age. Age segregation works in children's sports about as well as it works in schools. When I watch a 100-meter sprinting event with a group of 9-10 year olds the range of performance is quite large. At the last track meet, there were 57 kids competing in the 100-meter sprint. The finishing times ranged from 15.36 seconds to 23.84 seconds.

That's nearly a 9-second range in a group of healthy 9 and 10 years olds! Perhaps unsurprisingly most of the times were clustered around the median. In some age groups, the range was even greater. Puberty likely plays a role in older ages. If we mixed all the ages together you would see many younger children beating older children in this event. Perhaps we should force the younger children to go faster and maybe the faster kids can slow down to help the slower kids cross faster to the detriment of the faster kids elapsed times.

What if we required all the children to meet a minimum elapsed time? Would the children who failed to meet the minimum be subject to remediation? Would a coach tell parents they need to be concerned that young Bobby wasn't making the arbitrary cut and that Bobby need an IRP (Individualized Running Program) similar to an IEP (Individualized Education Program) offered to thousands of young children in public school today? Would Bobby feel shame and be grounded until he could run faster?

Perhaps he should have his phone (yes some parents make sure their 9-10-year-old child has a smart phone) taken away or no play time until he does an hour of practice sprints. Would parents worry that if Bobby can't or won't run faster he won't be ready for nationals? Would Bobby be bullied when the other kids see how slow he is? Should we give the faster kids pizza and ice cream parties to reward their achievements like the school does for honor roll kids? What if Bobby hates to run? Do we demand an attitude adjustment? What if Bobby is a stalker kid who can lift massive amounts of weight for his age?

Should we let Bobby focus on lifting weights instead of running or will his weight-lifting prowess go unnoticed and unappreciated because that isn't what the track and field system is trying to produce? What makes track and field more worthwhile than running? Can Bobby be a contributing member of society if he can't run faster than X time? Couldn't we praise and support the natural gifts children possess rather than demanding minimums in some arguably arbitrary areas of education?

I hope my use of the Socratic method will allow you to entertain the ideas of a homeschooler. I can't imagine punishing a child because he or she can't run fast enough. I can't imagine wringing my hands or losing sleep over less-than-acceptable sprint times and I can't imagine parents acting the same with math. I believe in encouraging children and reminding them that excellence is worth pursuing. Children of the same age are so different in so many areas and like flowers, they don't all bloom at the same time.

Giving a flower more light, nutrients, or water without recognizing what stage of growth they are in is a mistake. Sometimes the Ph of the soil is too alkaline or acidic to allow the flower to develop. Some flowers will get sick if they get too much nitrogen and may not bloom well without phosphorus. It would be a mistake to recommend one method of care for all flowers and it is a mistake to school children in a similar fashion. The public school system is designed to help all children learn in a very similar fashion. Is it any wonder the results of this institution are so easily brought into question?

School and Boys

How Boys Learn Differently Than Girls by Michelle Caskey

<https://www.homeschool-your-boys.com/how-boys-learn/>

<http://archive.today/Mue5m>



Awhile back, I read some eye-opening books by Dr. Leonard Sax called: *Why gender Matters* and *Boys Adrift*. I was amazed to learn that boys have many more physical and mental differences from girls than more people realize. These books include scientific evidence



showing that boys not only behave differently than girls, they also hear differently, see differently, respond to stress differently, and think differently. You may not realize it but boys' brains work differently than girls! And this means that boys learn differently than girls as well. The things boys can learn are very similar to what girls can learn, but the way they go about learning is very different. This means that boys require a very different educational environment and teaching approach if we are going to help them reach their full potential.

1 – Boys SEE Differently

Boys see the world differently than do girls. This is because males have more rods in their eyes versus cones which help them to see distance and speed. Females have more cones than rods which helps us to see color and shape. Because of this difference, boys tend to draw verbs with little color variation in their pictures while girls tend to draw nouns with lots of different colors.

When asked to draw a picture, Sally will draw a house with people and flowers and lots of pretty colors. Steve will draw a tornado which is knocking down a house and his picture may look like a large black swirl. It's easy to think that boys aren't putting in as much effort as girls are because of this. However, we wouldn't fault a Tyrannosaurus Rex for only seeing objects which are in motion and we shouldn't look down on our sons for seeing things differently than we do, either.

Implications for teaching boys

Do not expect boys to draw something recognizable or to draw something with lots of colors. When we find fault in this way, boys begin to think that art is for girls and not for boys. Allow them to draw verbs and to do it in a way that is fast and furious. Don't hold eye contact with a boy unless you're disciplining him.

2 – Boys HEAR Differently

Baby girls can hear ten times better than boys, and this difference gets even more pronounced as they get older. Boys can only hear every 3rd word or so of soft-spoken teachers. When boys can't hear what their teacher is saying, they tend to drift off getting some boys the incorrect diagnosis of ADHD.

Boys also tend to make little noises while wiggling and tapping pencils which are irritating to girls but they don't even realize they are making them.

<http://archive.today/UX0Yx>



Implications for teaching boys

Speak more loudly than you normally would and be very expressive. Use lots of voice fluctuation and hand motions to engage boys. While working with your son, sit down next to him, spread the materials out and look at them shoulder to shoulder rather than sitting opposite him.

3 – Boys THINK Differently

We don't know all of the differences in how boys and girls think but we now know that their brains are arranged differently. We've all heard that we use the left side of our brain for verbal activities and the right side for art. But researchers have discovered that this is only true in males. Males who have a stroke on the left side of their brain lose 80% of their verbal ability. The verbal ability in females who have a stroke on the left side of their brain is much less impacted, proving that their verbal ability is spread across both sides of their brain. There are many other differences in how male and female brains are arranged as well. For more details, check out Dr. Sax's books.

[Related Content: 8 Things Moms Should Know About Their Sons](#)

<http://archive.today/XbONy>



Implications for teaching boys

Book learning is essential; but, without practical, hands-on experience, boys will have a hard time grasping concepts that seem simple to us. They will disengage from their lessons.

Boys need real-world experiences in their education which engage all of their senses. Boys also need plenty of time outdoors. Boys have a hard time processing their emotions. Don't ask boys "How would you FEEL if..." questions. Ask them "What would you DO if..." questions. Boys like to have at least some control over their environments. Put each day's schoolwork into a folder and let them decide the order in which they will complete it.

When studying literature, try these tips:

Have boys draw maps based on clues in the book. Assign articles from the daily newspaper. Have them read books with strong male characters doing unpredictable things (i.e., C.S. Lewis, Hemingway, Dostoevsky, Twain, etc.)

4 – Boys SEE THEMSELVES differently

While girls tend to UNDERestimate their own abilities, boys tend to OVERestimate theirs. Boys also enjoy taking risks much more than do girls. The more a boy takes risks the more favorably they are usually seen by their peers which causes them to go farther than they would choose to do on their own. Facing danger also gives boys a pleasant feeling of exhilaration as opposed to the fearful feelings it causes in girls. And moderate stress helps boys to perform better as adrenaline causes more blood to flow to their brain. Stress has the opposite effect on girls.

Implications for teaching boys

Boys respond well to a challenge if there are winners and losers.

A competitive team format works better than individual competitions for boys because they don't want to let their teammates down. Participating in single-sex activities such as boy scouts or team sports are very good for your sons. If your son seems to crave danger, take these necessary steps:

Give him lessons with a professional (i.e., skiing) to help him improve his skills and more accurately evaluate his own abilities.

Supervise your child. Their risk is lower if they aren't allowed to be alone with groups of peers because they will be less likely to try to "show off" for their friends if an adult is present.

Assert your authority. Don't argue with your son. Don't negotiate. Just do what you have to do i.e., lock up their bike.)



By the way, the optimum temperature for learning for boys is 69 degrees, while it is 74 degrees for girls. If you set the temperature so that it is comfortable for you, you may find your sons fall asleep or their minds wandering instead of focusing on their lessons.

If you have the opportunity to set up a single-sex learning environment for your children that works well. Try using different methods to teach your sons as opposed to the ones you use to teach your girls and you will be amazed at how your sons respond to your efforts!

Armed with this knowledge, we can set up more optimal learning environments where we can engage our sons and help them to reach their full potential.

The War on Boys: Young men losing ground in education, emotional health and jobs

By Lois M. Collins and Jamshid Ghazi Askar - 2/19/2012

<https://www.deseret.com/2012/2/20/20394245/the-war-on-boys-young-men-losing-ground-in-education-emotional-health-and-jobs#above-fabrizio-vicente-left-and-fernando-elizarraras-compare-biceps-research-says-boys-are-at-a-crisis-point-in-several-aspects-of-their-lives>

<http://archive.today/95vxH>



My Dad forwarded this story to me back in 2012. It has some valid points about why we may not want our 4 sons participating in such a feminized system of schooling. The author very clearly builds a case for how boys are disadvantaged in the current climate. Many of the points contained resonate with me because I experienced them even back in the late 80s. Why would we knowingly send our sons into a learning environment that works against them? If swimming upstream in the feminist rapids made them stronger there wouldn't be much to write about. The entire story is filled with stats about how and why boys are damaged by the system. What happens when our boys are surrounded by other failing boys and lots of boys with absent fathers? This isn't healthy.

“This is Jared just days before his 15th birthday: He has mostly B's and C's on his report card, but the lone F is a parent-enraging reminder that math's not his thing. He doesn't get it and he's not receiving a lot of help. He likes basketball, video games and a girl named Libby, because she's "hot," though he can't tell you much about her or how she feels about things, including him. At school he is alternately bored and lost. He'd rather play God of War than study and it was that video game his parents used as a reward to get him to bring up his grades last semester, though he couldn't get the math mark to budge. In eighth grade, he figured he'd go to college.

By ninth grade, he was leaning more toward a technical school. And midway through 10th grade in his northern Utah high school, he shrugs and says he doesn't know. Maybe he'll get a job or join the military. Experts in child development say she's right. He's a boy — and boys across America are losing ground. It's a situation so dire that three dozen national experts have formed a bipartisan commission to bolster their proposal that President Obama establish a White House Council on Boys and Men. There's already one for females, focused on education, health and career.

The proposal and the research backing it say boys are at a crisis point in education, in physical and emotional health, in employment and in the lack of dads participating in their lives. Boys are losing ground in schools geared to how girls learn and too many are growing up without male mentors in either homes or classrooms. Name a daunting number — higher suicide rates, how many drop out of high school or graduate from college or even take medication for attention deficit — and girls fare better than boys.

The Slip-and-fall

"Boys are not performing at the level of girls any more kind of across the board," says Karen Rayne, a consultant and teacher in Texas who wrote "Unhushed, a book about adolescent sexuality." "There has been a big push to get girls into math and science. There's no similar push to get boys into social sciences or language. I'm delighted the focus on girls happened, but we really need to look at boys' needs as a gender-specific dynamic." David Brooks, a youth development professional at the Midvale Boys and Girls

Club, puts it simply: "They're losing their vision, their drive to succeed." In "Why Boys Fail," Richard Whitmire notes multiple — and growing — disparities. The graduation rates for U.S. males is 50.1 percent, while for girls it's 56.4 percent. Look at bachelor's degrees or higher and females significantly outpace men on college campuses, notes Whitmire, a past board president of the National Education Writers Association.

Men retain their advantage in income based on how much schooling they've had, but that's changing. In 2007, men made significantly more than women at every level of educational attainment. Advanced degrees led to average earnings of \$100,333 for men, only \$58,707 for women. But boys are losing actual ground in the classroom. It's not just girls catching up because herculean efforts to improve their education have worked. Boys are actively sliding down the mountain of educational achievement. "It is the first time in U.S. history that sons have less education than their fathers," says Warren Farrell, author of "Why Men Are the Way They Are" and "Father-Child Reunion." He was a driving force behind formation of the commission to push for the boy/men council. "Whenever you have children with less education, then you have children that are dropping out, children that are not getting jobs, children that can't compete in the global economy." It also leads to national security vulnerability, he says.

Boon or bomb?

Boys are like nuclear energy — "either your most constructive force or your most destructive force," he says. Here's what happens: Boys start to "disengage" from education in middle school. By age 12, they are twice as apt as girls to have repeated a grade. From there, it gets rougher. Boys are twice as likely to be suspended, three times as likely to be expelled. At age 16, they start dropping out. A smaller percentage of them graduate from high school than girls. They will be outpaced by girls in college attendance and completion, according to the commission's report, which included hundreds of studies from sources like the National Center for Education Statistics and the U.S. Department of Education, to build its case for why a gender-specific council for males is needed. The commission has gathered all its research together online at whitehouseboysmen.org. For every 100 women who earn a bachelor's degree, only 73 men earn one. Women outnumber men obtaining master's degrees by more than 30 percent.

Whitmire's "suspects" for why boys have lost so much ground in schools includes video games, homework, male angst, feminization of the classroom, disappearing male role models including teachers and failure to practice brain-based teaching. Boys and girls learn differently. Boys learn best when the teaching is interactive, physically active, project oriented and includes some competition. Testing boys should reflect that. Child psychologist Michael Thompson is a nationally renowned expert on mental and emotional development of boys. In 1999, he and Dan Kindlon co-authored "Raising Cain," a landmark work that highlights several acute psychological needs of boys that girls don't face. "I think there's a greater awareness today about the ways in which boys struggle in our culture," Thompson told the Deseret News, but he said it's not enough. Still, when he talks to teachers, they at least no longer look at him blankly. The response now is "We know. What should we be doing and what can we be doing more?"

Wired that way

Kindlon notes that even brain development gives girls an edge in school. Their brains reach various stages of maturity earlier than do the brains of boys. For example, in 2007, the scientific journal *NeuroImage* used MRI scans to show that the female brain achieves its largest cerebral volume at age 10.5, while for boys it's 14.5 years. Thus, in elementary

school, boys consistently face an uphill battle because they are in class with girls, whose brains are developing faster. "Early on, there are pretty big maturational differences between boys and girls," Kindlon says. "First grade isn't really a fair place to compare boys and girls. Some people are fairly concerned about the fact that a lot of boys who aren't ready for school just kind of give up early or think they're dumb. When (boys) do start to catch up intellectually, sometimes it's too late because their self-esteem is already bad and they've fallen behind."

Trying to overcome

Reading is an area of particular concern with boys. National education statistics say by eighth grade, only 20-25 percent are proficient at reading and writing, something different programs are trying to change. The "A Guy Reads" program in Alaska has men reading funny, boy-friendly books to fourth grade boys at lunch. Research collected by the White House Council commission says that, as a result, "boys otherwise known for behavior problems were writing their own children's books and competing to read them and bragging about them." Some schools use interactive video games that require reading skills for the boy to move forward. And more than 500 public schools use single-sex classrooms to teach science, math and language arts, while other classes are gender-integrated. The results have been improvements for girls in math and science and boys in terms of behavior and core classes.

Even with all the efforts, though, Thompson sees a wide swath of misperception wreaking havoc on educational outcomes for boys. "The teachers in school sometimes start to treat the boys as if they're always failing the standard — and the standard is the way the girls act," he says. "I talk about this as the girls being the gold standard and the boys always being seen as being defective girls. ... "We can't still keep thinking that it's always girls who get the short end of the stick. Girls passed boys academically in 1982 and pulled even in math and science in 2003," says Thompson, who is one of the experts pushing for the White House Council on Boys and Men. He is annoyed that the president set up a council for girls and women "and it never occurred to him to do one on men. "I'm in favor of more specific attention to boy underachievement in schools, the problems of male unemployment in this country and a whole number of health issues."

Reverse discrimination

Boys are being given one advantage when it comes to an education system essentially designed for girls: They are held to a lower threshold of college readiness than their female counterparts for admission to the same universities, author Kindlon says. It's an interesting and unintended consequence of educational disparities. He suggests affirmative action practices are already being used to make sure the 60/40 ratio of college degrees for women and men, respectively, don't skew even further toward females.

Bring dad back home

Change always needs a starting point. Putting dads back into families is where experts like Farrell, the author and one of the commission's founders, would start. Men are essential to the development of healthy boys. A lack of male role models, mentors and fathers is devastating to child development. But more than 24 million children — 1 in 3 — live in homes without fathers. And almost 40 percent of American children are now born out of wedlock, according to National Vital Statistics Reports. That nearly always means little or no father involvement. Dad is important for a lot of reasons.

The proposal sent to President Obama notes that infants whose dad lived at home were as much as six months ahead in personal and social development. Premature babies go home sooner when dad visits the hospital regularly. Time with dad more than anything else predicts empathy in adulthood. His involvement reduces the likelihood that a child will need ADHD medication or professional help for behavioral or emotional problems or depression. His presence improves school performance; his absence increases the likelihood a child will drop out. Most gang members come from homes without dads. No dad around increases the likelihood of criminal activity and dad is the single-biggest factor in preventing drug abuse.

"Dads tend to encourage children to solve problems on their own. A new longitudinal study of children from infancy to age 3 discovers that this approach increases children's ability to focus, be attentive and achieve goals. It also helps with impulse control and memory and enhances a child's ability to respond effectively to new or ambiguous situations, for boys and girls," says Farrell. He would enforce hard rules to govern what happens to children when their parents' marriage or relationship founders. Unless there's abuse or molestation, children should always be involved with both parents.

No moving away to start over if it means depriving kids of their father. Start over where you are. In a divorce, a child needs three things to have "almost as good a chance as an intact family": About equal time with mom and with dad. They should stay geographically close enough to each other that the children don't have to give up friends or activities to see the other parent. And parents must not bad mouth each other, including rolling the eyes, being defensive or other signs of disrespect.

The report is careful to note that "None of this implies that men are better as dads than women are as moms." Both are essential. Just visiting doesn't have the same beneficial impact on kids. Dads have to be a real, regular, interactive factor in their children's lives."

PART TWO

<https://www.deseret.com/2012/2/20/20394399/the-war-on-boys-sex-media-and-violence#teenagers-play-football-after-school-at-the-boys-girls-club-in-midvale-some-say-boys-are-getting-mixed-messages-about-rough-play>
<http://archive.today/ljvQ8>



"In the middle of a crowd of kids waiting for the bus in front of a westside middle school, one of the girls drops her book bag and two boys scramble to grab it, nearly bumping heads. She's 14 going on 17, all makeup-enhanced eyes and curled hair and dazzling smile. The boys are more like 14 going on 12, gangly and haphazardly dressed — and eager to get her attention. They are the prize in the war on boys.

Recently, dozens of experts shared research on what's happening to boys in America: They're doing worse in school, they have fewer male role models because of the rise in fatherless homes and the lack of men in the classroom. They are more likely to get involved in crime or become depressed than girls. Research shows girls develop faster and are being sexualized sooner, while the maturity gap between the genders is growing. Boys have more substance abuse and mental health issues and a suicide rate that's five times that of girls between ages 15 and 19. They are not as healthy, their employment prospects seem to be dwindling and their delinquency rates outpace girls' three-fold. A

self-formed commission of experts, academics and policymakers wants the president to create a White House Council on Boys and Men, similar to one that targets wellbeing of girls and women. It would identify areas where males struggle and offer solutions.

It's not just a good idea, says advocate Warren Farrell, author of "Why Men Are the Way They Are" and a dozen other bestsellers on family and societal dynamics. Boys need it. In a year of heavy and often contentious politicking, it's also not a Republican or a Democrat issue, he says. It's about America's children — and they belong to all of us. The future is being shaped by what happens in this battle for boy wellbeing. Farrell is worried.

Girls and boys

In the battle of the sexes, adolescent boys are outgunned. While boys are emotionally and sexually behind girls, girls are being taught by pop culture the power of their physical appeal. "They are following a script of how they are supposed to look, act, which ways will get them attention," says Audrey D. Brashich, mother of two small boys and author of "All Made Up." "Boys are watching, thinking this is what I should start to expect and want for myself...." The images, often photoshopped, unrealistic and "toxic," as Brashich describes them, can set girls up to be sexualized and victimized. They encourage boys to have shallow expectations, chase a false ideal and treat females disrespectfully or worse. But when both genders follow that all-pervasive script, "we get up in arms and are so surprised that a boy sexualizes a girl," says body-image activist Brashich.

A fraternity at the University of Vermont recently made headlines when members compared notes on which celebrity they'd like to sexually assault. "On the one hand, that's shocking and horrible. But there are so many rape jokes in our culture, how can we be surprised?" Brashich asks. A documentary called *The Bro Code*, produced by the Media Education Foundation, details how violence and sexuality have co-mingled. From video games to TV and film and music, even when violence isn't overt, there are overtones of disrespect to women, of aggression as a kind of macho goal. "I don't understand how boys can end up having a proper relationship with women if they have been raised that way," says Brashich. "They have no concept of what a woman is." But they want her. Or think they are supposed to.

"Pop culture doesn't allow boys to not want sex all the time," says Karen Rayne, a consultant, teacher and author of "Unhushed." "There are plenty of boys who don't. ... We demand that girls be able to say no. We are not giving boys a lesson in how to listen to themselves and say no, as well."

Brashich agrees. "It is critical that we interact with teenage boys with the assumption that they want high-quality, mutually satisfying and emotionally supportive romantic relationships," she says. "Teenage boys are much more likely to live up to our assumptions and expectations of them than to put their own personal expectations far higher than those we set. ... We need to teach teenage boys how to engage respectfully by respecting them. Forget all the statistics about teenage boys when you meet an actual teenage boy. There will be one individual standing in front of you. Maybe he is average. Maybe he is not. Regardless, the only way to know is to get to know him."

All lit up

Girls have always matured faster than boys. What was once a six-month difference in maturity around age 13 is now as much as two years' difference, a gulf instead of a gap. Some researchers think the "why" centers on industrial chemicals called phthalates,

found in lots of products. They believe they leach into public water from plastics, mimicking estrogen and speeding female puberty while retarding male puberty. "The data is scarily convincing," says Farrell, who adds that tests in different rivers and lakes repeatedly find evidence of phthalates.

Some male small-mouth bass now produce eggs instead of sperm. Today, boys are one factor in a complicated equation. To the maturity gap add girls who may be becoming more sexualized and more sexually aggressive, as well as boys who are unsure of how to approach girls or who have been rejected — or who aren't yet up to the chase. That boy may veer to pornography in lieu of dealing with real girls. It's there, online, and never says "I don't want you."

"It's available to boys your daughters are interested in. And he's choosing between rejection by your daughter or free porn....," says Farrell. Porn and video games both send blood to the nucleus accumbens, the brain's reward center. It lights up and blood is actually directed away from the dorsal lateral prefrontal cortex, where motivation and real-life goals reside.

As the complexity of video games has mushroomed, the games have become harder for boys to quit by adopting addictive characteristics akin to gambling, says Daniel Kindlon, co-author of "Raising Cain." "Obviously, a lot of the shooting games are marketed to boys much more strongly (than to girls). I think that's a big obstacle in front of boys — there's this temptation that wasn't there before that's primarily directed at them. The way it's set up, it's a hard thing to stop doing because there are these kind of incremental rewards, where you're getting a little better each time. That really sucks you in, kind of like a slot machine."

Lots of research has been done on boys and video games, says Sarah M. Coyne, assistant professor of human development at Brigham Young University. With extremely violent games, one of the messages is to be violent and aggressive, she notes.

While "violent play" doesn't portend violent outcomes, violent video games definitely desensitize, Kindlon says. When boys become involved with video games or porn, Farrell notes, "soon they are addicted, then unmotivated to be either sexual or productive in real life. They are motivated to play football online, but not to play in real life. ... We are standing on the brink of being a far less productive country and women do not fall in love with nonproductive men." The message of male dominance and aggression also pervades TV and movies, music, ads and other media. In popular action-adventure films, men are hyper-masculine.

Coyne says studies document a moderate effect with video games, but aggressive behavior may increase and empathy decrease. It is "definitely not the case" that it's just a game, with no harm. "Be smart as a parent and know what they're playing, know when to talk to them about it." Terri and Scott David of Sandy, Utah, sat down with their boys, Teagan, 15, and Dallin, 12, and agreed on time limits for all electronics, not just games. It's too easy, she says, to let media take over lives. "We have purposely curtailed the use of video games in our home," says David Bench of Mission Viejo, Calif., who has sons 21, 20 and 17. "In fact, certain video games we never even bought so we never had them in the house — Call of Duty and that kind of stuff, (because) I'd say video games are probably right up there as the No. 1 way for boys to be exposed to violence."

"Desensitization is a real risk of playing very violent video games for long periods of time," said Caroline Knorr, parenting editor of the nonprofit advocacy group Common Sense Media. "The more (violence) they see, the less it impacts them — it's like they need more of it to get that same sort of visceral rush of adrenaline." Her organization takes seriously the American Academy of Pediatrics statements about media effects on kids. In 2009, they said that violence in TV, movies, games and music can directly cause real-life aggression. They found the connection between violence, on-screen and in games, and real-life aggression nearly as strong as the health association between smoking and lung cancer.

Mixed messages

Boys need not be violent and aggressive to prove masculinity, says Coyne. "A real man in our society can take care of family, be a good father, be compassionate and kind." But boys get mixed messages. When they're hurt, they're told to stop crying, "don't be a sissy."

That starts young. A little boy who wants to play with dolls — all he's really doing is practicing parenting — is told to stop, laments David Derezotes, a social work professor who co-teaches a men's issue class at the University of Utah. And roles have changed. Couples used to marry to form families and be more stable financially but now the focus is intimacy, he says. Divorce is up. Life has changed in every aspect. Expectations of a "warrior" have changed. And "even though we want young men to be successful, we don't agree on what success is. The men we most admire are football coaches, the shamans and leaders of the 21st century. Do we hear about men who are great dads, who are cooperative?" There are no news stories, he says, about folks who bypass a promotion to teach or to care for their kids.

Kindlon expresses naked disdain for the way males are portrayed in the media because he believes those archetypes can eventually take a crushing toll on boys and men. "The images of men on TV and in the movies are still pretty bad," he says. "There's stoicism — not asking for help when they need it — or feeling they have to do things alone. One of the biggest public health issues with men especially, is that they don't ask for help when either they're psychologically in need or even sometimes physically in need; they don't go see their doctors enough. To have that reinforced as a piece of manliness by the media is unhealthy for men and boys."

Knocking heads together

The question of when proper boy behavior crosses into violence is vexing. On the one hand, the child psychologist and co-author of "Raising Cain," Michael Thompson, asserts that a moderate amount of rough and tumble play is precisely what nature intended for boys. "The biggest misunderstanding of boys is a misunderstanding of their play," he said. "Boys are hard-wired for wrestling.... Elementary school teachers especially are always looking at boy-play and seeing 'violent play,' so they're constantly interfering with boys' play. But nobody's getting hurt. It's that they're shooting each other with their index finger or they're playing hunt-and-chase games or rough and tumble games." It's also clear, though, that excessive violence delivered through an artificial medium like video games or television can cause inordinate and inappropriate aggression. Because boys police each other, Bob Dunn, director of the South Valley Boys and Girls Clubs, says they try to identify boys who are leaders and help those boys make the right choices. Other boys follow the example.

Much to do

It's not an unmeetable challenge, Farrell says, and the commission's research bears that out. Simple changes like offering single-sex classes in certain subjects already makes a difference in hundreds of classrooms. A Rutgers study documented that boys and girls handle stress differently; they can be taught gender-tailored approaches. Prevention programs can reduce costs and incarcerations. Parenting programs can model ways to engage boys and use their unique capabilities and energies, teach what's healthy or unhealthy at different developmental stages, help absent fathers reintegrate into children's lives.

Excluding boys from being gentle lest they appear "soft" can change. Youths can be channeled to opportunities for training in growing employment fields. Communications skills can be enhanced. The Midvale Boys and Girls Club is teaching boys to focus better by encouraging them to use not-traditionally-male tools like yoga. "Statistics can overwhelm our compassion," says the commission report, but "violent teenagers were once baby boys and, at that point, were far more capable of accepting guidance and rejecting negative influence."

In other words: change is possible. Before girls got a helping hand, the commissioners say, girls rowed the family boat only on the right side, raising children, and the boys only on the left, raising money. Girls have broader options now. "If our daughters try to exercise their newfound ability to row from the left, and our sons also row only from the left, the boat goes in circles."

Parents are the Problem

The Nine Assumptions of Modern Schooling

by John Taylor Gatto (the new link doesn't have the full text)

<http://www.freedomofeducation.net/assumptions-of-modern-schooling.shtml>

"As Stephen Arons, the legal scholar from the University of Massachusetts, told an audience at the Hawthorne Valley School a while back: "Centralized control of government schools creates the appearance of a Unity which is refuted by the growing mass of families who have removed their children from public or private schooling and have begun to educate them at home. Requests for homeschooling thus heighten public confusion about which beliefs are really valid expressions of community sentiment. The ideology of public schools is put into sharp relief by homeschooling conflicts."

At least nine major assumptions describe the perimeter of the public schooling ideology. Together they warrant a general distrust of parents and they arise from a view that there is one system of values that is best for everyone. The State will prescribe this value code for all. Taken together the assumptions form a kind of civil gospel in which significant dissent is pronounced unacceptable to the State, the political system and the national culture as it is presented by the State.

The Nine Assumptions of Modern Schooling

- 1. Government school is the essential force for social cohesion. It cannot happen any other way. A bureaucratized public order is our defense against chaos and anarchy.**
- 2. The socialization of children in groups monitored by state agents is essential; without this, children cannot learn to get along with others in a pluralistic society.**
- 3. Children from different backgrounds and from families with different beliefs must be mixed together. Robert Frost was wrong when he maintained that "good fences make good neighbors."**
- 4. The certifiable expertise of official schoolteachers is superior to that of lay people including parents. The protection of children from the uncertified is a compelling public concern. (Authors addition: Common core math is one way to accomplish this. Students think their parents are dumb if they can't even help with homework. Then the teacher and school become the authority, not the parents.)**
- 5. Coercion in the name of liberty is a valid use of state power. Compelling children to assemble in mandated groups for mandated intervals with mandated texts and overseers does not interfere with academic learning.**
- 6. Children will inevitably grow apart from their parents in beliefs as they grow older and this process must be supported and encouraged. The best way to do this is by diluting parental influence and discouraging the children's attitudes that their own parents are sovereign in either mind or morality.**
- 7. The world is full of crazy parents who will ruin their children. An overriding concern of schooling is to protect children from bad parenting.**
- 8. It is not appropriate for any family to unduly concern itself with the education of its own children, but it may expend unlimited effort on behalf of the general education of everyone.**
- 9. The State has the predominant responsibility for training, morals, and beliefs. Children schooled outside government scrutiny frequently become anti-social and poverty stricken.**

The words above certainly seem to be the predominant belief of those who disagree with removing children from public school. While everyone may not use every one of these as reasons to talk people out of homeschooling I've experienced all of these sentiments in person or through other people's experiences or from policy makers. It's almost as if these myths are programmed into people and anyone deviating will be turned against or at the very least the other person will feel a responsibility to voice these concerns to protect the children. "How will the children be socialized???" or "You aren't certified so how can you do that???" I've heard these old saws many times.

Some people just believe there is only one right way to educate a child. I believe this to be false. Operating under this assumption hurts children. There are too many children in school to offer individual education. IEPs (Individual Education Programs) already in public school is just another name for resource. That is not the individual education I'm talking about.

An individual education program should let children explore their interests and chase their dreams. It would teach children in the ways that make the most sense to the child. You might teach a child math by building a wooden structure or teach them history by reenacting or visiting living history museums etc. Perhaps the student loves swimming. John Taylor Gatto had a student who wasn't interested in anything but swimming. He allowed her to leave the classroom and work on a project to collect information about all the swimming pools in New York City. She wrote a guide people could use to select the best pool near them. This was pre-internet and a local company ended up trying to buy the guide from her. We have to think outside the literal box.

There was a particular event that stuck in my head when we put our kids back in school for a time years ago. Our son x was in 7th grade. X was told by his math teacher that he was allowed to use a calculator. I said, "I don't want you to use a calculator yet." The kind of math he was doing didn't require a calculator. I wanted him to have more experience doing this on paper or in his head. He held firm that he was allowed to. Essentially he was placing the expert's opinion above my own. His teacher wasn't familiar enough with where he was in math at the time and just treated him like the rest of the class. I understand using a calculator in higher maths but not pre-algebra and simple geometry. Perhaps if his teacher knew he needed work with multiplication she wouldn't have allowed it but she just said the entire class could use one even during testing. It placed the state employee against what I wanted for my child. I think the teacher was just unaware because there were so many kids who needed extra help in that class.

Parents claim they have the right to shape their kids' school curriculum. They don't.

https://www.washingtonpost.com/outlook/parents-rights-protests-kids/2021/10/21/5cf4920a-31d4-11ec-9241-aad8e48f01ff_story.html

<http://archive.today/BJyam>



"In their search for issues that will deliver Congress in 2022, conservatives have begun to circle around the cause of "parents' rights." In Indiana, Republican Attorney General Todd Rokita recently introduced a Parents Bill of Rights, which asserts that "education policy and curriculum should accurately reflect the values of Indiana families." In Florida, the legislature passed an even more comprehensive bill, assuring that the state and its

public schools cannot infringe on the “fundamental rights” of parents. A growing number of states are allowing parents to sue districts that teach banned concepts.”

“Given this frenzy, one might reasonably conclude that radicals are out to curtail the established rights that Americans have over the educational sphere. Yet what’s actually radical here is the assertion of parental powers that have never previously existed. This is not to say that parents should have no influence over how their children are taught. But common law and case law in the United States have long supported the idea that education should prepare young people to think for themselves, even if that runs counter to the wishes of parents.”

Hopefully when you read the story linked above the comments will still be available. The vast majority of these comments seem to be from progressive or liberal commenters who hate Trump and classify anyone disagreeing with all the isms leaking into public schools as nut jobs. The comments overwhelmingly side with trusting the broken public school system. Here is one of the 2,000+ comments in this story:

“Parents are the blind leading the blind in many circumstances. Look at the mess of people created by homeschooling.”

What a funny comment. The majority of the nation’s adults were educated in public schools. Most of us have been through the system and were so well educated that we can’t be trusted to have much input on the system other than voting for school boards. Why would anyone defend a system that produced so many dummies... I’d like to point out that there are many studies that indicate most children schooled at home test higher than their public school peers and lead happier lives.

-Related to the story above-

Our Children Do Not Belong to the Government

<https://www.youtube.com/watch?v=A8cN7ldrYVM>



The Historical LDS Perspective on Public Education

Author's Note: I am a member of the Church of Jesus Christ of Latter-Day Saints (yes Mormons). I fully realize that including content from an LDS perspective may immediately alienate some readers of this journal. I've included it for my LDS friends so they can see what has been said about government education by some of the past and present leaders of our faith. This journal is written from my perspective which partly includes being a life-long member of the LDS church. If this holds value for you that's great, if not I would encourage you to view the evidence in this journal on a case-by-case basis. I could have written the majority of this journal without mentioning my faith or any faith for that matter. I feel like doing this would de-personalize a very personal journal. We can disagree on theology and still see the harm caused by public schooling.

2 Hour church block changes

If the Prophet knows a home-centered church is what we need now I think it may be because he has received a revelation that too many are relying on the church to lead their family gospel education. Of course, this is just my feeling based on what has been said. Perhaps then the stewardship to be responsible for our children's overall education is something we should be taking more responsibility for instead of having government-paid strangers take the lead. To most parents, this is what being responsible for their child's education means. Make sure they attend school and help them with homework. I just happen to think the home is where most learning should start. Here is a quote from the Prophet about the change.

“Church President Russell M. Nelson announced the meeting changes are part of the “new balance between and connection to gospel instruction in the home and in the Church,” calling the instruction adjustments a move to “home-centered church.” “As Latter-day Saints, we have become accustomed to thinking of ‘church’ as something that happens in our meetinghouses, supported by what happens at home,” President Nelson said. “We need an adjustment to this pattern. It is time for home-centered church, supported by what takes place inside our branch, ward, and stake buildings.”

Of course, we were homeschooling before this happened but my wife and I cheered when we heard about this. We already believed that we are responsible to teach the gospel to our kids before the change happened. We just happen to believe that we are to lead our children in their non-religious education as well. This may or not mean we lead the learning or we may find someone more knowledgeable. We know we are not experts at everything. We know we lack in many areas. Who taught us in our youth? In the end, the student becomes the teacher. We must teach them HOW to learn. I believe that some-day not so far away church leaders may advise us to teach our kids at home no matter what the cost. Perhaps that sounds crazy but the church ditching the scouting program wasn't expected either. Big changes seem to be the norm.

Email to my Father - 5/14/2022

“My son, I guess I wonder why you are expending time and energy on this topic. You have extracted your children from public schools. You really don't have a dog in this fight. Why chase this? Heaven knows you have higher priorities pleading for your attention. The adversary is certainly working overtime and has been extraordinarily effective in his efforts to use this as an effective weapon against society. e all have limited energy, time, and other resources to expend on the challenges that surround us. Is this really where you want to focus? I love you and I honor your integrity and desire to make things better.

- Dad”

Why indeed... Here is the reply I sent him. I love my Dad and I'm grateful that he is willing to push me on this issue! I see your point about being very selective about the energy I expend on things other than my immediate circle. I'm certainly not spending a large percentage of my time on this at this point. That may change at some point. Everyone has some down time or they should if only to maintain sanity. Some people around my age spend too much time working or blow time playing video games or become obsessed with watching sports or Netflix. I can't relate to those things at all. To start answering the question of why here is a paragraph from part 2 of that story you sent me:

"In summary, history content in today's classrooms is largely taught from a partisan viewpoint — that of the left and often the far left. Instead of presenting historical facts and fostering higher-order thinking skills (analysis, synthesis, etc.), the indoctrination of our future electorate aims to produce generations who will blindly support ideologies without fact-based evaluation."

Pulling our kids out of school doesn't mean I have no dog in this fight. I mean, it could mean that if I was only interested in protecting my own kids today but that isn't my only concern. The electorate referred to in the article are my neighbors, their children, and grand-children. For generations to come my family will be impacted by the decisions of the blind electorate developing in American schools. School is certainly not the only place this fight is taking place but it is one of the places the voting public should understand what they are getting for their money. I don't believe most parents have a grasp on the problem right now. Some parents don't care. I can't reach them but I can make an impact. So the first reason I'm spending time on this is to help slow the decline of our country. If indoctrinated idiots are selecting my leaders I'm not going to sit by and watch it happen. When I look at the butterfly effect of my actions through personal conversations or voting I feel 100% sure writing will impact the world more than those two actions. From our yearly property tax statement to the society we choose to live in we all very much have a dog in this fight

Secondly, I can name many more righteous causes that you would approve of sacrificing for that don't benefit my direct circle. They may cause things to be more challenging for my family. Serving missions is one of the causes I know you approve of and yet they both require sacrifice for family. Why would anyone delay their career, education, and possible marriage to help someone they've never met before? We both of course know why. Those who have the truth are called to share it. It is a worthy sacrifice even though parents and children miss their missionaries. It's worth the financial hardship for some families. Some people even postpone lucrative sports contracts to go. Some couples scrimp and save and give things up to be financially able to serve when they are older.

While we're raising families we are still called to be missionaries. How many times have I heard stories of following the spirit to talk to a stranger about the gospel? Teaching parents in a similar phase of life how to keep their children physically, mentally, emotionally, and spiritually safe as well as explaining where push back needs to occur and how to do it is also a goal worthy of a little sacrifice. Any time children are hurt or misled it's a negative but when children are hurt by a system that is generally thought of as trustworthy it's much worse because parents let down their guard a little in a trusted system. Damage is being done without parents pushing back. Some of the state-sanctioned things being taught in schools have eternal consequences. All believers are called to bring people to Christ. Perhaps some are also called to help parents protect the mind, body, and soul of their little ones. Here is a great talk that encourages me to do what I'm doing:

<https://www.churchofjesuschrist.org/study/general-conference/2006/10/ behold-your-little-ones?lang=eng>

<https://archive.ph/OlhV1>



By Margaret S. Lifferth

First Counselor in the Primary General Presidency

“Who are the children in your home or in your neighborhood? Look at them. Think of them. The Savior teaches us that to enter the kingdom of God, we must become as a child, “submissive, meek, humble, patient, [and] full of love” (Mosiah 3:19). But however full of faith children come to us, they face the challenges of a fallen world. What does it take to help these children keep the light of faith in their eyes? We know that nothing can replace a righteous family in the life of a child. But in today’s world, children will need not only a devoted mother and father, but they will need each of us to protect, teach, and love them.

Brothers and sisters, protecting children means that we provide an environment that invites the Spirit into their lives and validates it in their hearts. That automatically eliminates any form of indifference, neglect, abuse, violence, or exploitation. And while conditions of depravity are more serious, we also protect children from other detrimental conditions, such as expectations that are too high or too low, overindulgence, over scheduling, and self-centeredness. Either extreme dulls a child’s ability to identify, trust, and be guided by the Holy Ghost. Children are open to gospel truths more than at any other time, and protected childhood is literally a once-in-a-lifetime opportunity to teach and strengthen children to choose the right.”

These two lines really touch my heart:

“children will need not only a devoted mother and father, but they will need each of us to protect, teach, and love them.”

“Children are open to gospel truths more than at any other time, and protected childhood is literally a once-in-a-lifetime opportunity to teach and strengthen children to choose the right.”

If some parts of the school experience are undermining this once-in-a-lifetime opportunity it is incumbent on me and many others to do more than vote for the best school board candidate. If I were in any number of ward or stake callings that caused me to spend large amounts of time outside my home members understand that as a worthy use of their time. Even in that case, I think leaders are asked to be mindful of their first responsibilities. I think it’s wise to ask “Is this really where I want to focus?” I think people are ok watching someone sacrifice but only for a worthy cause. I think you ask why because you don’t place the same value on this cause as I do. Perhaps as time goes by you might but we don’t need to share the same opinion on this and that’s ok.

Another reason I feel compelled to act is because of how I was raised. I grew up in a church where saving people was one of my top priorities. I was in Cub Scouts and Boy Scouts where we spent time learning about our responsibility to be good citizens. I earned many of the Citizenship in the “fill in the blank” badges. I was immersed in philosophies that were all about doing your duty:

**“On my honor, I will do my best (as long as it doesn’t take too much time)
To do my duty to God and my country and to obey the Scout Law; (as long as it doesn’t
require financial sacrifice)
To help other people at all times; (As long as my loved ones deem it a worthy goal)
To keep myself physically strong, mentally awake and morally straight.” (when people are
watching)**

Of course, I added to this to make a snarky point. I’m not asking you to accept blame. I still agree with all of this. The question is how does this translate into each life who strives to do these things? It may look quite different but still be worthy. Your Dad nearly gave up having a family because he decided to join the Marines (massive leg injury). My brother (J) might have died on one of his tours. The sacrifice I’m making pales in comparison to theirs (especially your Fathers) but all three of us are striving to maintain the freedoms we enjoy.

I don’t need to carry a gun to fight for my country. Some wars weren’t even about freedom but everyone who fights is respected as they should be for defending freedom. It is my deeply held belief that the education system is largely but not solely where freedom will be taken. This country won’t fall from an external military threat until it has been hollowed out sufficiently. This hollowing out is what I want to slow if only in a small way. I’m no hero but I would like your support in this.

Another reason I focus on education is that we homeschool. Some of the higher priorities I have pleading for my attention are being helped by my reading and writing. If I decide to take my children out of school I better learn something about education. I better make it part of my job and accept that it will cause a loss of performance in some other areas. When people think of my family I often think they assume we’re just bad with finances or ignorant of how to curate a life that looks like it should in their eyes. We know we’re giving up some things for other things.

If finances were our only goal we would knock it out of the park. We’re not done yet. Being financially independent is a goal for us but we’re not willing to do the things that would be required to make this happen yet. There are choices we could make right now that would solve our financial problems. From the outside, this might look great but I think many people fail to see the trade-offs that are made when both parents have careers. That is what it takes to make it look good for most.

I’ve been blessed to see my kids grow up nearly every day for the last 18 years. How many years will I have to be an active physical part of my children’s lives (I have a disease that will impact my life span)? That isn’t the main or only reason I have for keeping them out of school for 7 hours of the day 180 days per year but what if it was? If I never teach my kids calculus because I never learned it but I get to see them as much as a Father who lives to be 90 even if I only make it to 70 would that have been a good or bad choice to keep them out of school?

If you knew you had limited time would you let me skip calculus to spend time with you? Is it possible for a child to take a calculus class at any point in their lives? Yes of course. I only lay it out like this to illustrate how if a person had all the information they might not judge a decision to be irresponsible. Perhaps they still would. We have felt judged by others for our decisions. As my Father, you’ve rightly shared your concerns but for the most part, you’ve been supportive and have honored my position and responsibility as a Father. It’s worth noting that if the adult child was interested in a job that requires calculus they would just go learn it. In some cases like machining, you may only need little bits of calculus here and there which is why machinists have machinist handbooks. Creating a specific taper on a part is one area I’ve seen it used. With

technology, this would be very easy if it were the only hurdle to realizing a dream. I don't feel the same about lower maths.

My kids have been lucky enough to have a full-time Mom for their entire lives. (Wife) and I are still happily married for over 20 years. Of course, we've had ups and downs just like everyone. I'm sure statistically my wife and I would be considered massive outliers. She was pregnant before we were married, we got married and stayed married for 20+ years, we didn't start out sharing the same faith, we survived some very difficult financial issues, and we've grown stronger as a couple despite my worsening condition, etc. I mention this because I want you to know we're tenacious about some very important things. The things we see as most important get a lot of attention but sometimes that means giving less attention to other things. I think people often judge families and parenting based on how much balance they see. While I understand that I don't think it always correlates with the things people think it does.

The last reason I feel this is worth my time is that I've been able to grow as a writer and reader/researcher through this experience. That has value for everyone around me even if I only wrote for myself. For me, writing is a mental jog and I need to get a few miles in daily because it feels good to stretch my legs and sweat a little. Writing is a worthy art form. Writing is one of the most efficient ways to understand and sort my thoughts and beliefs. Writing allows me to find and create mental roads that would otherwise be left untraveled. How much time should I devote to writing? That is a great question. How much time should you devote to taking pictures (my Father loves photography)?

We are in very different stages of life so that must be considered but I think you understand the point I'm trying to make. I have to watch myself and sometimes I don't make time to write. There are many times when I'm not writing when I think a lot about what I will write next. When I get to the keyboard and things start to flow I really enjoy it. Where was this desire when I was in school? I've thought a lot about my personal journey through education from childhood to adulthood. I've come to a few conclusions:

1. I am my best teacher.
2. I learn things when I'm ready.

I think you witnessed this as I grew older. When it was someone else's idea I had a hard time caring about it. When it was my idea you couldn't stop me from breathing in as much as I could about whatever it was. Years of being told step by step what was important to learn inhibited my learning in some ways. Some things I truly needed to know and I believe I would have figured them out on my own if it came to that but I remember so much wasted time, dumb dot-to-dots, crossword puzzles, packets, and other busy work even in higher grades. What I wanted to know in 7th grade was what classes do I need to focus on so that I could become a car designer. The thought never occurred to me that I could do that without taking a single class. How do you create functional art?

You start creating functional art... I never even knew who I could ask about what classes to take. There certainly wasn't a visible path to any future I was interested in back then. I couldn't even get into the Auto shop even though I tried any times. It was always full or the more advanced shop class needed a teacher's signature to enroll but they wouldn't sign anything unless you've taken auto shop. You can see the problem right? Perhaps I needed to be more vocal but it's hard to advocate for yourself when you're young. When you factor in teenage boy stuff with a school situation that seemed to be going nowhere you might understand why I was so fed up. I didn't have a learning disability, my spark for learning was nearly extinguished and I could see it all around me in other students, even the ones who jumped through hoops best. I continued to learn after school ended but I was in no hurry after 13 years of public ed. I want

more for my children. I would say I finally started to re-ignite my spark for learning around age 35. Since then that spark has grown and I would classify it now as an afterburner with an unlimited source of fuel.

Am I a little disappointed in my school experience? You could say that but I'm not obsessed with getting back at it. The dangers of institutional schooling are multi-faceted today but the problem I experienced was there before I arrived and it's still there. We've been talking about some of the latest and most prominent dangers of public school but I don't believe the magnitude of wasted human potential caused by the system gets brought up enough. When the system by its very nature splashes water on the God-given natural desire to learn (spark) that every human is born with that can be damaging for many kids. It can stunt their growth for years.

As I'm writing I think about my own situation and I think of all the kids who can't easily conform to the system and end up paying a price for it. When children suck at school it must be due to a learning disability, bad parenting, or poverty. Sometimes it is these things but I wonder how many times the school staff say, "this student has a hard time learning because our system is designed poorly or the goals of our system don't align with how all students learn." It doesn't matter because nobody at the school is empowered to change much of anything about the system itself. They are constrained to work within a system and no more or less. For all the reasons listed above, I believe this endeavor is absolutely worth my time.





Posts

Do you want to know how effective our American education system is? You've been witnessing it for nearly a year now but everyone has to turn in their tests by the end of the day so we'll know more soon. The testing process and results tell so much about our ability to find and process information. Our ability to maintain civility while hearing opposing ideas is on full display. How many are questioning the questions on this test or even the test itself? How many will question the morality if 51% ruling over the other 49%? Is it possible to love your country and question the test? Why are so many predicting unrest from a civilized and educated population? Some people question our decision to educate our kids at home. Some of those same people are predicting violence in the streets. Is the system mostly effective or mostly ineffective at educating the masses?



Everyone loves and admires "outside the box thinkers" until it goes against their world view. If public school really educates and socializes our youth for 13+ years what are they educating them in to produce what we're witnessing this year? You can say it's the parents but the majority of them went through the same system. We can dive deeply into statistics, share anecdotes, or look at the real world to determine how well education works. More and more I'm looking at the end of the conveyor belt. Results matter most. I'm not telling you what to do but I think many people would benefit from questioning the given choices. I question why people look at me like I have 3 heads when I bring stuff like this up. Our republic is crumbling in so many measurable ways. In the end we will get what we tolerate. I'm trying to politely ask you to question why we get the choices we do and how that could be improved. For some reason the people love having a ruler who only represents half of the voters. It reminds me of begging for kings in scripture. Out of 330 million people we've narrowed it down to these 2? If that doesn't make you laugh and then cry this post isn't for you. If we don't fix this we can't be too upset when things get worse. Do what you feel is right 🙌



Prophetic Warnings and Promises About Education 5/19/2011

<https://www.mormonchronicle.com/government-schools-no-celestial-kingdom/>

<http://archive.today/2p3U9>



Quotes from church leaders

“It was the will of the Lord, made known shortly after the organization of the Church that steps should be taken to have the children of the members taught in schools conducted under the influence of those who had faith in the Gospel.”

(Joseph Fielding Smith, Church History and Modern Revelation, 4 vols. [Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1946-1949], 2: 98 – 99.)

Brigham Young taught:

“I am opposed to free education as much as I am opposed to taking away property from one man and giving it to another... Would I encourage free schools by taxation? No!”
(Journal of Discourses, vol. 18 p. 357, General Conference 1877)

President Benson said:

“Occasionally, we receive questions as to the propriety of Church members receiving government assistance instead of Church assistance. Let me restate what is a fundamental principle. Individuals, to the extent possible, should provide for their own needs. Where the individual is unable to care for himself, his family should assist. Where the family is not able to provide, the Church should render assistance, not the government. We accept the basic principle that ‘though the people support the government, the government should not support the people.’” (General Conference April 1977)

Elder Boyd K Packer added,

“If a member is unable to sustain himself, then he is to call upon his own family, and then upon the Church, in that order, and not upon the government at all.” (General Conference April 1978)

In D&C 121 we read;

34. Behold, there are many called, but few are chosen. And why are they not chosen?

36. That the rights of the priesthood are inseparably connected with the powers of heaven, and that the powers of heaven cannot be controlled nor handled only upon the principles of righteousness.

37. That they may be conferred upon us, it is true; but when we undertake to cover our sins, or to gratify our pride, our vain ambition, or to exercise control or dominion or compulsion upon the souls of the children of men, in any degree of unrighteousness, behold, the heavens withdraw themselves; the Spirit of the Lord is grieved; and when it is withdrawn, Amen to the priesthood or the authority of that man.

From “Many Are Called, But Few Are Chosen”, <https://www.redhotlogo.com/2-Many%20Called.pdf>



This book was recommended at General Conference in April 1972:

<https://www.churchofjesuschrist.org/study/general-conference/1972/04/civic-standards-for-the-faithful-saints?lang=eng>

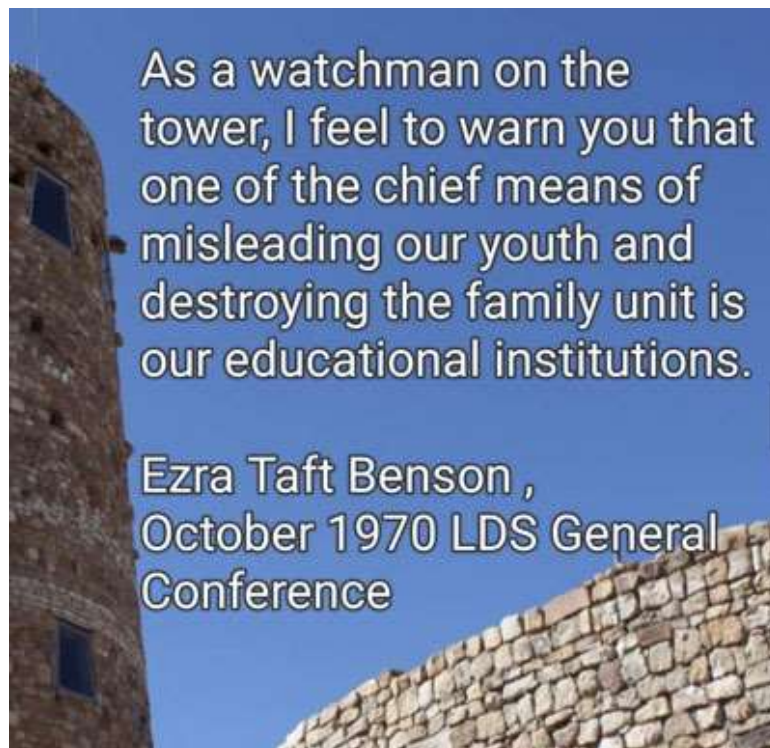
<http://archive.today/akhrY>

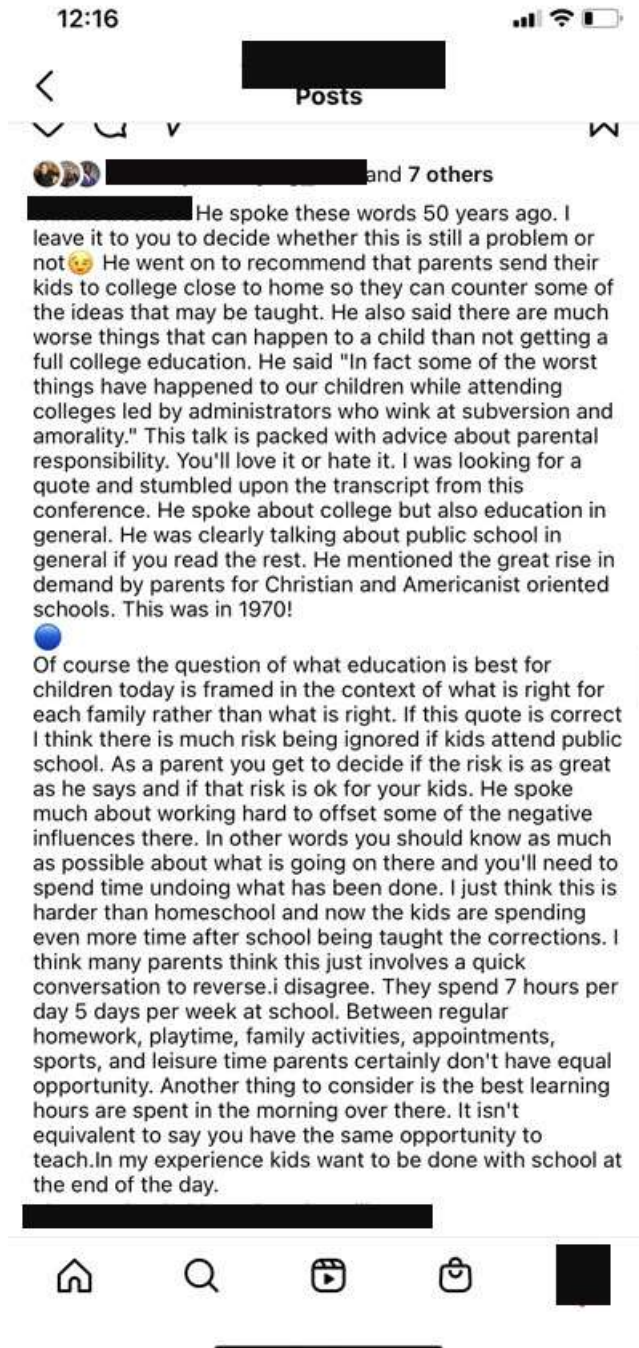


“Men may exercise unrighteous dominion upon one another through the agency of government in just as many ways as they can when acting outside its framework. The most common method, however, is by denying or interfering with the right to own and control property, one of the elements of freedom. Applying the Golden Rule, put yourself in “A’s” shoes. He has already given all he desires to charity. Are you not violating his conscience when you compel him to give more? Would you enjoy having someone dictate how much you must give to your church, a hospital or college? Would not this be a plain case of theft? And if you pass a law and legalize the taking and the giving, have you really changed the essential nature of the act? Haven’t you merely legalized stealing?” -page 37

Government schools are funded by taxation (legal theft). President Benson is the first thing that pops into my mind.

“I would rather have my child exposed to smallpox, typhus fever, cholera, or other malignant and deadly diseases than to the degrading influence of a corrupt teacher. It is infinitely better to take chances with an ignorant, but pure-minded teacher than with the greatest philosopher who is impure.” (General Conference, October 1970)





President John Taylor said:

“And then we want to study also the principles of education, and to get the very best teachers we can to teach our children; see that they are men and women who fear God and keep his commandments. We do not want men or women to teach the children of the Latter-day Saints who are not Latter-day Saints themselves. Hear it, you Elders of Israel?” (Journal of Discourses 20:179, General Conference April 1879)

Not only are our children to be taught by Latter-Day Saints, President Taylor questions our ability as parents to enter the Celestial Kingdom if we deprive our children of that blessing.

“I am told in the revelations to bring up my children in the fear of God. Now we are engaged in building our temples that we may become united and linked together by eternal covenants that shall exist in all time and throughout eternity. And then when we have done all this go and deliberately turn our children over to whom? To men who do

not believe the Gospel, to men who, according to your faith are never going to the celestial kingdom of God. And you will turn your children over to them. And you call yourselves Latter-day Saints, do you? I will suppose a case. You expect to be saved in the celestial kingdom of God. Well, supposing your expectations are realized, which I sometimes doubt, and you look down, down somewhere in a terrestrial or telestial kingdom, as the case may be, and you see your children, the offspring that God had given you to train up in his fear, to honor him and keep his commandments. And supposing they could converse with you what would be their feelings toward you?

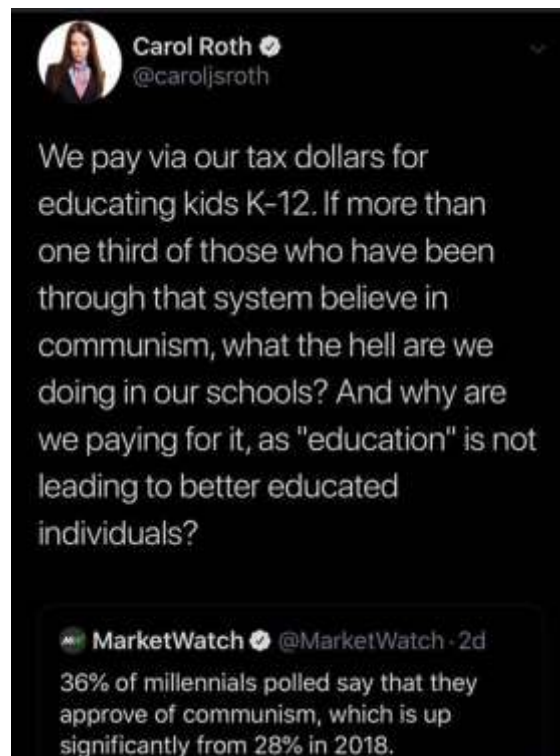
It would be, Father, Mother, you are to blame for this. I would have been with you if you had not tampered with the principles of life and salvation in permitting me to be decoyed away by false teachers, who taught incorrect principles. And this is the result of it. But then I very much question men and women's getting into the Celestial kingdom of God who have no more knowledge about principles of life and salvation than to go and tamper with the sacred offspring, the principle of life which God entrusted to your care, to thus shuffle it off to imbibe the spirit of unbelief, which leads to destruction and death."

Journal of Discourses 20:107

Elder Boyd K Packer pointed out the effects government schools have had, and the "why" he gives seems to add a lot of credibility to the words of President Taylor.

In 1996, President Packer said:

"In many places it is literally not safe physically for youngsters to go to school. And in many schools (and it's becoming almost generally true) it is spiritually unsafe to attend public schools. Looking back over the history of education to the turn of the century and the beginning of the educational philosophies pragmatism and humanism were the early ones, and they branched out into a number of other philosophies which have led us now into a circumstance where our schools are producing the problems that we face." - David O. McKay School of Education, October 1996



Why are the Prophets not so bold on this topic anymore? Why do they no longer speak out specifically against education through taxation? President Benson gave a talk at the General Conference in April of 1965 that answers this question perfectly. He said, "Usually the Lord gives us the overall objectives to be accomplished and some guidelines to follow, but he expects us to work out most of the details and methods... Sometimes the Lord hopefully waits on his children to act on their own, and when they do not, they lose the greater prize, and the Lord will either drop the entire matter and let them suffer the consequences, or else he will have to spell it out in greater detail."

This is by no means an exhaustive work on the subjects covered. For more details on these, I recommend "Revealed Educational Principles & the Public Schools" by Jack Monnett, "The Great and Abominable Church of the Devil" & "Many Are Called and Few Are Chosen" both by H Verlan Anderson, & "Seek Learning by Study and Also by Faith" Address given by Boyd K Packer to instructors of religion at BYU April 1974 also available as chapter 5 in his book "That All May Be Edified". These provide in-depth coverage of the principles discussed.



From the October 1970 LDS General Conference, read by Ezra Taft Benson.

The stick-together families are happier by far
Than the brothers and the sisters who take separate highways are.

The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.
And the finest of conventions ever held beneath the sun

Are the little family gatherings when the busy day is done.

There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.
Each goes searching after pleasure in his own selected way,
Each with strangers likes to wander, and with strangers likes to play.

But it's bitterness they harvest, and it's empty joy they find,
For the children that are wisest are the stick-together kind.
There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home.

That the strange friend is the true friend, and they travel far astray
they waste their lives in striving for a joy that's far away,

But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.

It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;

It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play-ground, there the happiest spot to live.

And, O weary, wandering brother, if contentment you would win,
Come you back unto the fireside and be comrade with your kin.
(Adapted from a poem by Edgar A. Guest)

I believe home-based education helps families stick-together. Parents are responsible for educating their children and homeschooling is the most natural and proper way to educate a child.

A Meeting with the Principle

An Education to Usher in the Millennium

Ali Cannon Eisenach – Homeschool Mom and great-great-great granddaughter of George Q. Cannon.

<https://www.millennialstandardpress.com/behind-the-book> web site is down, go to way back link.

<http://web.archive.org/web/20200815012039/https://www.millennialstandardpress.com/behind-the-book>



Ali shares her thoughts on why she felt called to teach her kids at home in her free audio book.

<https://soundcloud.com/user-792842362/sets/a-meeting-with-the-principle>

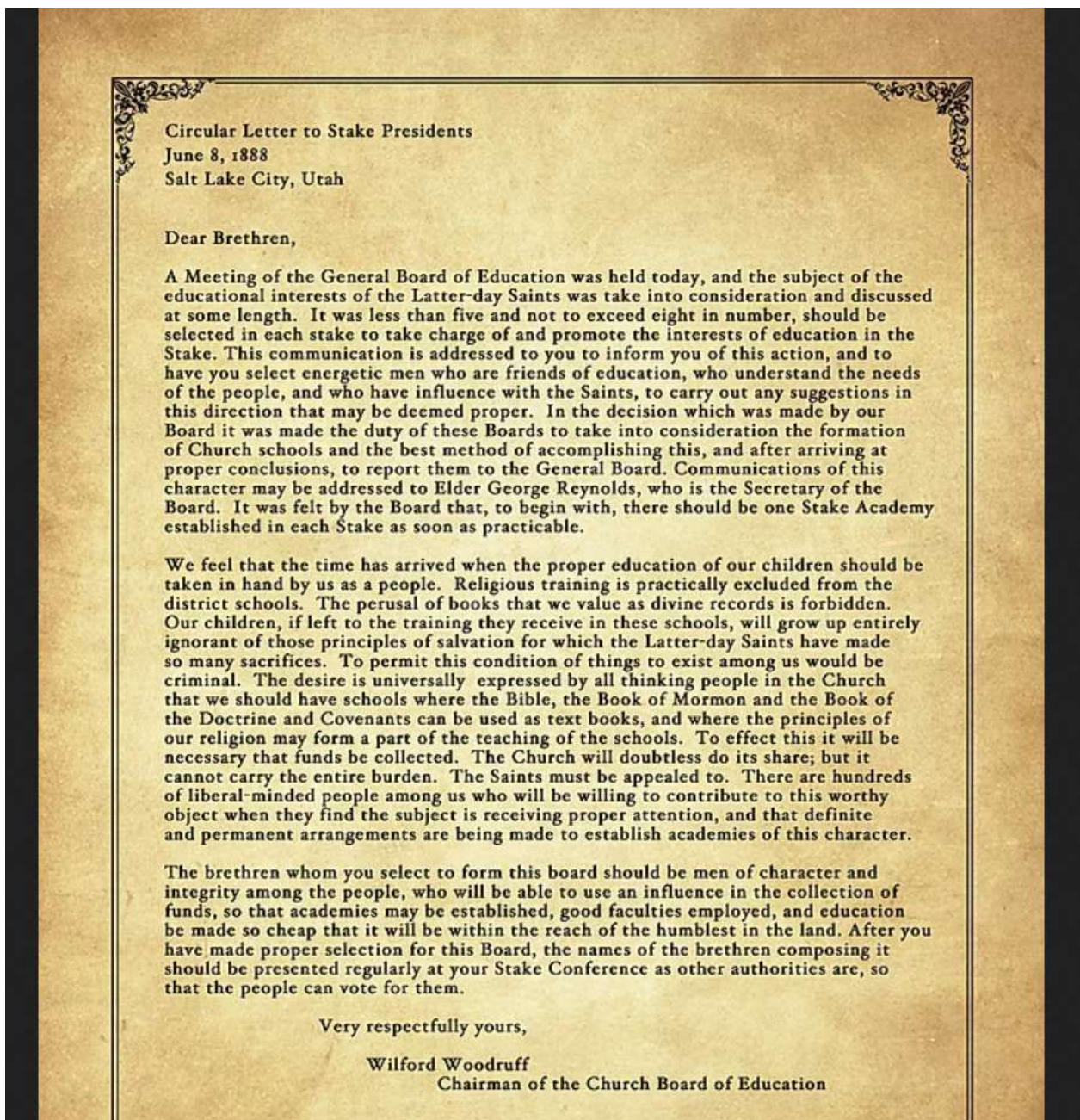


Ali started to re-publish George Q Cannon's magazine (The Juvenile Instructor). George Q. Cannon created his publishing company, Cannon and Sons in 1866 (which later became Deseret Book). His son Abraham H. Cannon (her great-great-grandfather) oversaw the printing of books and periodicals within the family business. Cannon also served as the first general

superintendent of the church's Sunday School from 1867 until his death. The heart of production at Cannon and Sons was a little periodical called The Juvenile Instructor. George Q. Cannon was the editor/dreamer of The Juvenile Instructor for 35 years! His goal was to educate the youth of Zion, and he consecrated his time and talents to this noble cause until the end of his life. He boldly declared:

"Before Zion can achieve her true position, her sons and daughters must be educated in the highest and best sense of the word— Not the education of worldly wisdom, but the education which has for its basis a true knowledge of God and of glorious principles revealed by Him in these days."

Cannon used The Juvenile Instructor to immerse his young readers in Church history, literature, science, art, grammar, the founding of America, cultures around the world, the lives of great people, language, poetry, art, and music. Naturally, he approached EVERY subject from a worldview that included God. 150 years later . . . I feel inspired to continue this dream, and carry on the Cannon family printing tradition with a publication called, The Millennial Instructor.



The Juvenile Instructor



Education which leaves out God is destitute of all true value. Satan is aware of the great power which a true system of education gives to the people. He is, therefore, opposed to such a system. He knows full well that a generation trained in all true knowledge cannot be led by him, as they would be if their education were neglected. He therefore stirs up all the agencies under his control to do everything in their power to defeat the purposes of God in regard to the education of our children.

-George Q. Cannon

Juvenile Instructor April 15, 1890

No people in the world ought to have a deeper interest than we Latter-day Saints in the question as to whether religion should be taught in the school-room. Our very existence is wholly dependant upon our religion. The most deadly blow that could be struck at our organization would be to deprive our children of instruction in our religion. The prosperity and permanency of our society depend upon the thorough instruction of the rising generation in its principles. -George Q. Cannon

Juvenile Instructor August 15, 1886

Shall the Latter-day Saints, for the sake of a little filthy lucre, in the shape of taxes collected from those who are not of our faith, put ourselves into bondage? Shall we deprive ourselves of the right to teach our children the Bible and faith in our God? Is it for this that we have suffered ourselves to be driven from our homes and to cross the dreary waters which led to these valleys? Is it for this that our Elders go forth for years without purse and scrip to preach the gospel? Is it for this that the people are being gathered together to build Zion? Our communities owe our children the education of the Bible, the Book of Mormon, the book of Doctrine and Covenants and faith in God. Every child born of Latter-Day Saint parentage is entitled to this, at least. God has put them in our charge to be taught these truths, and it will be woe unto the parents who neglect this plain duty . . . This is the education for which we plead. -George Q. Cannon

Juvenile Instructor March 15, 1884



The Roots of Modern Education

Hebrew vs. Greek

Loyalty to God, Family, Country

Core teachings: Bible and Holy Scriptures

The Hebrew system is a scriptural model of education and the goal is for the student to **BECOME** what the teacher **IS**. Knowledge is acquired as a by-product, while the goal is to shape the character of the student.

Teach by love and example (Jesus Christ)

Context

Principle-Based

Students are powerful (by divine design) and their hearts and minds need molding

God is the source of all true knowledge

Educate the heart, soul, spirit and the mind

Prepare to serve and love God

Loyalty to the State

Core teachings: Writings of philosophers

The Greek system emphasizes knowledge, with the students learning what the teacher knows. This is based on cognitive input; the act or process of putting knowledge in.

Teach with knowledge and tools

Content

Curriculum Based

Students minds are empty and need filling

Philosophers are the source of all true knowledge

Educate the mind (knowledge, facts)

Prepare to serve the state

Education: A Manifesto

A CLOSER LOOK AT PUBLIC SCHOOLS IN AMERICA-
WHY LATTER-DAY SAINTS SHOULD
TAKE BACK THE RESPONSIBILITY OF EDUCATING THEIR CHILDREN

If knowledge is power, then why do the powerful often try to restrict knowledge? Many kings and leaders throughout time have tried to keep certain information out of the hands of the common man. Some withheld religious writings, others kept people in ignorance by restricting learning and reading, and many leaders resorted to the burning of books.

During the Dark Ages in Europe, a handful of brave men began to wake up to their censored reality; the reality that certain truths were being withheld. Their goal was simple . . . inform the people.

They just needed ONE book. The Holy Bible.

Since the Bible was written in ancient languages (Latin, Greek and Hebrew), only the top authorities in the Church and government could possibly read and teach from it, but that was soon to change.

Once the common man gained access to God's word, a desire for freedom set fire in his soul. He now understood that life was a gift from God, his rights came from God and that all men are created equal. Living in slavery, ignorance, and deception was not God's plan. This new understanding was powerful. First it was a few people who rebelled, then families, and entire villages. Passion for truth and freedom carried over into the new world.

When the Pilgrims and Puritans set foot on American soil, they took it upon themselves to teach their children from the Holy Bible. Fresh in their minds were the stories of Martin Luther, William Tyndale, and other revolutionaries who had sacrificed their lives in order to provide access to God's word. They also understood that freedom was dependant upon teaching the next generation.

Education in early America was centered in God. Children learned principles of honesty, charity, faith, stewardship, responsibility, morality, self-government and the golden rule. Reading, writing and arithmetic were also taught from the Bible. It was upon this foundation that the Constitution of the United States was established.²⁰

Trust no one to be your teacher . . . except he be a man of God

The Framers of the Constitution understood the importance of education. They also felt strongly that the federal government should not be involved in the education process. Ezra Taft Benson said:

"There is absolutely nothing in the Constitution which authorizes the federal government to enter into the field of education. Furthermore, the Tenth Amendment says: 'The powers not delegated to the United States Government are reserved to the States respectively, or to the people.' Nothing could be more clear. It is unconstitutional for the federal government to exercise any powers over education."²¹

PART 3: Grading the Factory School System

Snapshots of Public Education History

Extending Childhood, by John Taylor Gatto

<https://www.youtube.com/watch?v=7KW8hfO6ysM>



The video linked above offers a great overview of what was going on in public education at the beginning of the 20th century. The school system was treated like an extension of big business. The philanthropists and social planners were going to utilize the public education system to create a world they thought was appropriate. I've added this video to show you that school is about far more than teaching children to read and write. Early in the century, there was a concerted plan to move individuals away from independent livelihoods and into the corporate system. Cherishing the genius and autonomy of individual children has always been far removed from the true purpose of public education. The business and social planners of today have their own agenda.

The letter to James Corbett later in this paper shows evidence of a concerted effort by the UN and associated international organizations to change attitudes in young people worldwide. The push is for global citizens which sounds nice until you understand this will likely be used as a control mechanism for a future led by a worldwide technocratic bureaucracy. Traditional belief systems will be replaced by science and scientism. There is a historical precedent for reducing parental influence on the young. The traditions of the fathers must be eradicated to introduce a new order. A great example of this was seen in the Addresses to the German Nation by Johann Fichte 1807

<https://b-ok.cc/book/788673/9bda01>

<http://archive.today/leyZH>



This is the first translation of Fichte's Addresses to the German Nation for almost 100 years. The series of fourteen speeches, delivered whilst Berlin was under French occupation after Prussia's disastrous defeat at the Battle of Jena in 1806, is widely regarded as a founding document of German nationalism, celebrated and reviled in equal measure. Fichte's account of the distinctiveness of the German people and his belief in the native superiority of its culture helped to shape German national identity throughout the nineteenth century and beyond.

The selection found on page 123-124

“The foundation of Pestalozzi's understanding of the acquisition of knowledge can be found in his book for mothers, 60 in which, amongst other things, he sets great store by home instruction. As far as home tutoring is concerned, first of all, we do not by any means wish to argue with him over the hopes he invests in mothers. As far as our higher conception of a national education is concerned, however, we are firmly convinced that it can be neither commenced nor continued nor completed in the home, especially among the labouring classes, and indeed without totally separating the children from their parents. The stress and worry of earning a living from day to day, the attendant penny-

pinching and covetousness, would inevitably infect the children, drag them down and prevent them from freely soaring up into the world of thought. This is also one of the unconditional requirements for the execution of our plan and is absolutely indispensable. We have seen to our satisfaction what happens when humanity as a whole must recapitulate in every ensuing age what it accomplished in preceding centuries. If it is to be totally transformed, then a clean break must be made with its past life. Only after a generation has passed through the new education will we be able to consult over which part of the national education we wish to entrust to the domestic sphere. – Setting this aside, and viewing Pestalozzi's book for mothers only as the first foundation of instruction, still its content, namely what he says respecting the body of the child, also seems to us completely misguided.”

The world still has men and women like Fichte who want to mold society into a tightly controlled technocracy. To them, the individual needs careful husbandry from the state to take their place in the collective. I believe school-to-work initiatives and adaptive testing are part of this plan. They assume the individual has very little ability to improve their condition without the state. Technology didn't exist back then to control every aspect of humanity but it certainly does now. I will show more evidence of this later in my notes.

Here is more evidence of men influencing society, not with nationalism but with cash. Their attitude toward those they were trying to help reeked of pity.

The General Education Board was created in 1902 after John D. Rockefeller donated an initial \$1,000,000 to its cause. The Rockefeller family would eventually give over \$180 million to fund the General Education Board. This money funded the founding of nearly 1000 high schools in the south as well as industrial and agricultural training so it wasn't all bad. Interestingly in 1905, he donated another \$10,000,000 to the cause. This was a year after journalist Ida Tarbell wrote “The History of the Standard Oil Company”. The book was an exposé about the Standard Oil Company, run at the time by oil tycoon John D. Rockefeller, the richest figure in American history.

Originally serialized in nineteen parts in McClure's magazine, the book is a seminal example of muckraking, and inspired many other journalists to write about trusts, large businesses that (in the absence of strong antitrust laws in the 19th century) attempted to gain monopolies in various industries. Her book eventually led to the break-up of Standard Oil. I find it interesting that he was donating so heavily to education, especially after the book came out, TO my mind this was a PR move. The money donated paled in comparison to JD's wealth even after Standard oil broke up in 1911. Here is a famous quote about the philosophy of the General Education Board:

"Let us, at least, yield ourselves to the gratification of a beautiful dream that there is. In our dream, we have limitless resources and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from their minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning, or men of science. We have not to raise up from among them authors, editors, poets or men of letters.

We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we have an ample supply... We are to follow the admonitions of the good apostle who said, “Mind not high things, but condescend to men of low degree.” And generally, with respect to these high things, all that we shall try to do is just to create presently about these country homes an atmosphere and conditions

such, that, if by chance a child of genius should spring up from the soil, that genius will surely bud, and not be blighted. Putting, therefore, all high things quite behind us, we turn with a sense of freedom and delight to the simple, lowly, needful things that promise well for rural life. For the task that we set before ourselves is very simple as well as a very beautiful one; to train these people as we find them for a perfectly ideal life just where they are – yes, ideal, for we shall allow ourselves to be extravagant since we are only dreaming; call it idyllic, if you like – an idyllic life under the skies and within the horizon, however narrow, when they first open their eyes. We are to try to make that life, just where it is, healthful, intelligent, efficient, to fill it with thought and purpose, and with a gracious social culture not without its joys.”

Occasional Papers, No. 1 "The country school of to-morrow" (Publications of the General Education Board, Frederick T. Gates, New York, 1916) p. 6.

“In our little microcosm of life, the children shall form an ideal society. Their life shall be developed and perfected individually through a close-knit social life. The child shall not be riveted to his separate spot; he shall not be forbidden to speak or whisper; he shall not be warned not to afford help to any unfortunate near by; the instinct to render first aid to the injured, so to speak, shall not be repressed. Far from that, the first social principle of our school shall be to encourage the children to aid each other as freely as possible.

Indeed, much of the teaching will be done under supervision by means of mutual assistance of the pupils. Doubtless the pupil groups will have their own pupil captains, as they have their baseball captains. This free social life of the children during all the hours of the school, conducted mainly out of doors, will form an ideal laboratory of manners and of character, affording opportunity for the sweetest social culture, courtesy, helpfulness, gentleness, deference, truth, reverence, honor, chivalry.” Page 12

“We have trained the eye for beauty, the ear for harmony, the soul for gentleness and courtesy, and made possible to these least of Christ’s bretheren the life of love and joy and admiration.” We have made country life more desirable than city life and raised up in the country the natural aristocracy of the nation.” Page 13

“But how about the three R’s? The moment we cease to pursue the three R’s as abstract ends, disassociated with anything which the child has experienced, and bring them forward only when and as the child needs to use them in his business, he will pick them up as readily as ball and bat. We are under no extreme necessity of penning children in a room and chaining them to a bench and there branding the three R’s upon them, The difficulties of school life, disciplinary and otherwise, are of the teacher’s making. They belong to a false method that has become traditional.” Page 11

“So we will organize our children into a little community and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way, in the home, in the shop, on the farm. We shall train the child for the life before him by methods which reach the perfection of their adaptation only when the child shall not be able to distinguish between the pleasures of his school work and the pleasures of his play.

Occasional Papers, No. 1 "The country school of to-morrow" (Publications of the General Education Board, Frederick T. Gates, New York, 1916) p. 10.

In my opinion, this quote shows a disregard for the intrinsic value of human potential. Why not use that money to help people reach their full potential, whatever that may be? It also shows how the board thought of themselves. They speak of human husbandry, nothing more.

Norman Dodd On Tax Exempt Foundations – Reece Committee / Watch from 17 mins and 28 mins for comments on the subversion of our culture through education. The system of today is a result of efforts extended during the early years of the 20th century. Money buys influence. The gates foundation has given hundreds of millions of dollars to educational programs. These are investments, not donations.

<https://www.youtube.com/watch?v=YUYCBfmlcHM>



The Reece Committee was set up in the early 1950s to investigate the tax-exempt foundations. The video speaks to some of the influences acting on many things including public education. Read more about it here:

[https://www.conservapedia.com/Reece Committee](https://www.conservapedia.com/Reece_Committee)

<https://archive.ph/sqM9f>



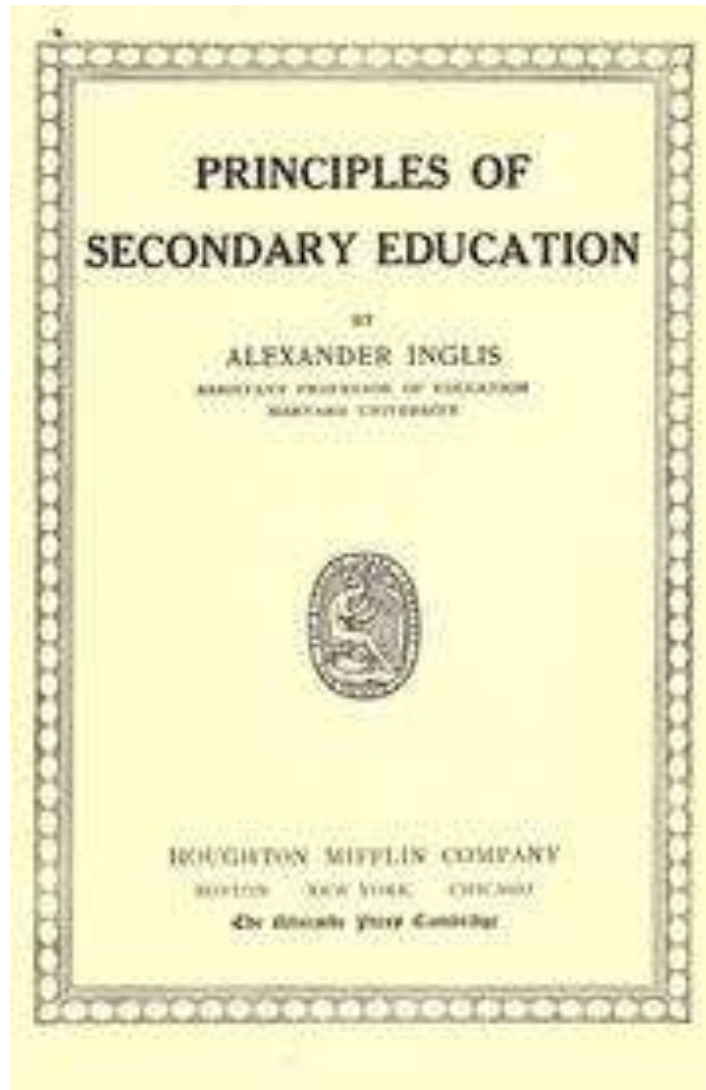
Alexander James Inglis (1879-1924)

In the book, *The Progressive Pioneer* by William G. Wraga, we find the quote:

“Transformation from an academic traditionalist devoted to Latin pedagogy to an influential progressive-experimentalist and advocate of the comprehensive high school has received insufficient attention from educational and curriculum historians. Inglis’ career manifests important characteristics of the progressive era in American history. As an attempt to generate organising principles upon which to construct a new, responsive social institution, his book, *Principles of Secondary Education*, stands as a quintessential manifestation of progressive values. This fine-grained profile of Inglis’s work reveals nuances in the historic record that are otherwise obscured by high-level historical interpretations.

An assessment of the utility of these interpretations for explaining Inglis’s career leads to a discussion of the implications of the record of Inglis’s work for understanding the progressive period and its prevailing interpretations, as well as to a consideration of the role of biography in historical research. Inglis was professor of education at Rutgers College (1912 - 14), then assistant professor (1914 - 19) and finally professor of education at Harvard University until his death in 1924. An Honor Lecture at Harvard was named in his honor, the “Inglis Lecture on Secondary Education”. The survey movement, which was destined in the next few years to spare no type of school, school system, or educational activity, was beginning in 1912.

As a member of the reviewing committee appointed by the National Education Association he contributed largely to its chief publication, *Cardinal Principles of Secondary Education*, issued by the United States Bureau of Education in 1918, a pamphlet which probably exerted more definite and far-reaching influence on the reconstruction of secondary school curricula than any other publication of the period.”



Principles of Secondary Education by Alexander James Inglis 1918

<https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t4fn1w19d&view=1up&seq=7>



The 6 important functions of secondary education can be found on pages 367, and 375-384. I included page copies in case the link ever fails. I've added a summary of each function after the actual pages if you'd like to skip ahead. These page scans are there for reference.

CHAPTER X

THE AIMS AND FUNCTIONS OF SECONDARY EDUCATION

I. THE AIMS OF SECONDARY EDUCATION

150. **The aims of secondary education: their basis.** The key to any analysis of aims in education is to be found in an analysis of the activities of life in which people do or should engage. The aims of secondary education, therefore, as of any department of education, must be interpreted in terms of the activities in which individuals may be expected normally to participate. Obviously those activities vary in different societies and at different periods. Obviously also different individuals and different groups of individuals engage in various activities in various ways and to varying degrees. Any complete analysis of the activities in which different individuals and different groups engage would involve an examination of all the multitudinous phases of human life. Such a detailed analysis is, of course, impossible: if it were possible it would be of questionable value, since it would deal with individuals whose lives could not be prophesied. Certain general fields of activity, however, engage practically all individuals in some way and to some degree, furnishing fundamental aims for secondary education.

151. **Three fundamental aims of secondary education.** Three important groups of activities require the participation of the individual and establish three fundamental aims for secondary education, as for all education, in America. Those three groups of activities are distinguished accord-

ciency, mental efficiency, moral efficiency, and æsthetic efficiency of pupils. These four elements may be conceived as objectives of education cutting cross-sections through each of the social aims formulated above, no one of which is attainable without their development. With whichever of the two sets of aims one starts he is bound soon to reach and consider the other. The more promising approach, however, is the social.

II. THE FUNCTIONS OF SECONDARY EDUCATION

157. **The functions of secondary education.** For present purposes the term "functions" is employed to designate certain elements for which secondary education must provide if the aims previously formulated are to be attained. Those functions are determined in part by the nature of society and in part by the nature of the pupils to be educated, factors which in important ways condition the attainment of the aims set. If we conceive of the aims of secondary education as the ultimate goals which it is to attain we must recognize that certain factors must be involved in the attempt to reach those goals. Thus we may conceive of the social-civic aim of secondary education as involving preparation for efficient participation in social-civic life. Many important functions are therein involved, e.g., means of adjusting the individual and his social environment, the development of a "social mind" and social cohesion among groups of individuals, the adjustment of individual differences to the differentiated needs of society, control of the factor of selection in secondary education, educational, moral, social, and vocational guidance.

The remaining sections of this chapter will deal with the following six important functions of secondary education: (1) the adjustive or adaptive function; (2) the integrating

function; (3) the differentiating function; (4) the propædeutic function; (5) the selective function; (6) the diagnostic and directive function. Their relation to the aims of secondary education will appear more clearly from the following discussion.

158. The adjustive or adaptive function. It is a postulate of the social aim of secondary education that it should provide means for the adjustment of the pupil to his social environment. In section 143 (Chapter IX) it was maintained that the social environment to which the secondary-school pupil is to be adjusted is dynamic, not static, and that the rapidity of social change is so great as to warrant the assumption that the social environment in which the present pupil is later to live will in important respects differ from that of the present. The course of social evolution shows clearly that for any one generation the total social organization represents a composite of relatively stable and constant elements of the past and certain elements appropriate to the present. It also implies that the present social organization comprises certain elements which may be expected to remain relatively stable and constant in the near future, and others which we may confidently expect to be either entirely lost or radically modified. This suggests that mere adjustment through the development of relatively fixed habits of reaction is fairly adequate for those elements which may be conceived as destined in all likelihood to remain relatively unchanged in their essential characteristics within the life of the present generation. It suggests also, however, that adjustment alone (in the sense of the establishment of fixed habits of reaction) is insufficient, and that some capacity for readjustment must be developed if the individual is to be prepared for the changing conditions which will inevitably come during his life after the period of formal education. In other words, the adjustive function of second-

ary education includes both the establishment of certain fixed habits of reaction, certain fixed standards and ideals, and also the development of a capacity to readjust adequately to the changing demands of life. *Tempora mutantur, et nos mutamur in illis*, is true with regard to the *times*; it is true of *us* only in a collective sense and to the extent that readaptation is possible.

159. **The integrating function.** In section 144 (Chapter IX) the bearing of the social factors of integration and differentiation on secondary education was discussed. It was there pointed out that one of the imperative demands made by society on the secondary school is provision for the development of that amount of like-mindedness, of unity in thought, habits, ideals, and standards, requisite for social cohesion and social solidarity. From this arises the integrating function of secondary education, which in this country particularly is constantly acquiring greater and greater importance for a number of reasons. Among these may be mentioned the following:

(1) The increasing complexity of life in a modern democracy constantly increases the amount of common knowledge, of common action, and common ideals necessary. The elementary school is constantly becoming less and less adequate for this need.

(2) The increasing heterogeneity of the population in this country tends constantly to increase the diversity of social heredity and therefore to render the process of social integration more necessary and more difficult.

(3) The increasing diversity of industrial occupations and of living conditions tends constantly to increase the forces of differentiation demanding increased forces of integration to balance and compensate.

(4) Other institutions which formerly operated as integrating agencies have been modified in such a way as to

Religion used to be one of the big integrating agencies. Now school must take over since the church has been weakened. Keep in mind this was over a hundred years ago...

operate with diminished force in that direction or have proved quite inadequate for that purpose under the changed conditions of society: e.g., the Church and religion.

To conceive that the factor of integration is of importance in connection with problems of "class distinction" only is an error. Important as those problems are for a democracy they involve but a part only of a more fundamental problem including other problems of social integration.

160. **The differentiating function.** The integrating function must at all times be conceived as correlated with the differentiating function of secondary education and the relation between the two functions must be considered as supplemental rather than conflicting, the supplemental relation being necessitated by the relation of the two factors of integration and differentiation in the process of social evolution. As the integrating function of secondary education arises out of the necessity of developing a certain amount of homogeneity out of the heterogeneous population for the purpose of assuring social solidarity, so the differentiating function of secondary education arises out of the necessity of taking advantage of the differences among individuals for the purpose of determining social efficiency.

Two facts make this differentiating function in secondary education both possible and necessary:

(1) Pupils in the secondary school (the raw material with which secondary education must perforce deal and which conditions its operation) differ greatly in native capacities, in acquired tendencies (especially as conditioned by training outside the school), in interests and aptitudes. Failure to recognize this fundamental fact at any time must inevitably mean failure to do justice to the individual and failure to develop the highest social efficiency out of the raw material available.

(2) The diversified needs of modern industrial and social

He refers to pupils as "raw material"... "The differentiated activities of life demand differentiated education, the burden of which, as far as formal education is concerned, must be borne by the secondary school." Burden? How strange. It's quite clear that James also has high regard for efficiency.

life demand preparation for widely different forms of activity which cannot be provided for all individuals. Moreover, if such universal preparation were possible, it would be extremely wasteful and undesirable. The differentiated activities of life demand differentiated education, the burden of which, as far as formal education is concerned, must be borne by the secondary school.

161. The propædeutic function. The propædeutic function of secondary education is merely one phase of the adjustive function, having reference to a part only of secondary-school pupils — those preparing to continue their formal education in some higher institution. Preparation for such higher education cannot be considered as a separate aim of secondary education. It must be considered, however, as a legitimate function of secondary education in the case of those pupils whose preparation for the attainment of the ultimate aims of education may be extended over a longer period of time than that of the great majority. The general aims of the education of such pupils remain the same aims formulated above, namely, the social-civic aim, the economic-vocational aim, and the individualistic-avocational aim.

A number of factors, however, affect the attainment of those aims in the case of the pupils who will continue their formal education in some higher institution. A more intensive and more extensive preparation for the social-civic activities is possible; preparation for vocational activities in its direct and specific form is deferred; different forms of preparation for different modes of leisure are possible and justified; a somewhat higher selection of pupils is common, at least with reference to social and economic status. As the activities of such pupils will "function" differently in life after the period of formal education, so must the function of secondary education differ somewhat in the case of such pupils.

You will be led only as far as your genetics will allow.

Common practice tends either to over-estimate or to under-estimate the propædeutic function of secondary education. In the past this function has commonly received altogether too much attention, and the rather definite requirements of preparation for higher education have tended to overbalance the whole economy of secondary education in this country until it became the dominant aim of the secondary school instead of occupying its legitimate place as a contributing function. On the other hand, the present revolt against such a domination of college preparation has in some cases led to a gross under-estimate of the importance of the propædeutic function of secondary education. This has already been discussed in section 128, and requires no further consideration here, except, perhaps, to recall the fact that secondary-school pupils destined to continue their formal education in higher institutions comprise the largest roughly homogeneous group of pupils in the public secondary school — homogeneous in the sense that a complete secondary-school course may be mapped out for this group much more readily than for any other group and in the sense that a rather definite and tangible temporary goal may be set up for their education. Whatever be the particular form that the articulation between secondary education and higher education may eventually assume, it must be recognized that preparation for higher education must be one of the legitimate functions of secondary education. Nevertheless it must also be recognized that it is but one of a number of functions.

162. **The selective function.** Selection is a necessary function of any form of education, the necessity arising from the factor of individual differences which become an increasingly important factor as the course of education proceeds higher and makes a greater demand on capacity. It was pointed out in Chapter III that individuals differ widely in mental traits. In so far as those differences are due to the

“It was pointed out in Chapter III that individuals differ widely in mental traits. In so far as those differences are due to the limits of capacity set by nature and to rates of development also determined by nature” School must determine where each pupil’s limit of natural capacity is and remind them of their limits often.

limits of capacity set by nature and to rates of development also determined by nature it is clear that, as education demands more and more capacity, with certain individuals the limits of their capacity are reached, or, what is more common, the point is approached at which given possible amounts of training produce results incommensurate with the amount of teaching and learning energy expended, and the point of diminishing returns is reached. No amount of training can ever equalize the abilities of individuals whose native capacities differ to any marked degree. Hence selection must inevitably be a function of secondary education.

The selective function of secondary education may be viewed from two somewhat different but related aspects. From one aspect selection is commonly considered as involving the elimination of those individuals who are unable to meet the demands set. To this view little objection could be raised, provided, and only provided, that the demands set could be justified. In the past in this country and at present in some countries the demands set were largely based on the assumption that ability and willingness to meet the requirements of certain specified subjects of study with limited range measure intellectual ability in general—a theory which itself rests on the further assumption that either all desirable mental traits are involved in the specific subjects selected, or the improvement in the mental traits involved can be transferred to other material. Such a theory is discussed in detail in later sections. For the present it is sufficient to state that the theory must certainly be greatly modified and that it cannot justify emphasis on any small number of subjects in the secondary school as affording adequate training for all or as affording a training which is susceptible of unlimited transfer.

In contrast to selection by elimination the second aspect of the selective function of secondary education emphasizes

Notice how he couches keeping pupils in their pre-ordained place as striving for educational justice for each pupil. "He cannot be deprived of the opportunity for education because of inability or lack of interest in some officially favored subject or subjects." Thank you for characterizing genetic pigeon-holing as striving for student opportunity. His goal is social efficiency, not becoming all you can be. A pupil's future will be scientifically mapped out as the system discovers their unique "limits of capacity set by nature". No thank you!

selection by differentiation. Its justification rests on two considerations: (1) that individuals differ in capacities, interests, and the nature of environmental influences, those differences appearing not in the sum total of mental traits, but in the various mental traits as related to each other; (2) that, within limits, training in various specific mental traits or groups of traits is justified from a social viewpoint. In terms of psychology it assumes that different mental traits are found in different individuals in different degrees. In terms of sociology it means that no one subject or group of subjects can claim exclusive place in secondary education and that different subjects or groups of subjects are equally justified from the viewpoint of social economy. In terms of school practice it means that if a pupil lacks ability or interest in one field of study but possesses ability and interest in another, discrimination is justified, and, particularly in the public secondary school, that pupil has a right to receive education in fields for which he possesses ability and interest. He cannot be deprived of the opportunity for education because of inability or lack of interest in some officially favored subject or subjects.

163. **The diagnostic and directive function.** A phase of the adjustive function, and one closely related to the selective and differentiating functions, is the diagnostic and directive function of secondary education. Social economy and personal efficiency and happiness postulate that each individual, as far as may be possible, should do what he can best do. The determination of what each pupil may best do and what he may do with the greatest efficiency and happiness cannot be accomplished unless he is brought into contact with a somewhat wide range of experiences, in large part through studies in the secondary school. Hence the school must provide materials to acquaint the pupil with various activities of life, must give him some opportunity to test

“Social economy and personal efficiency and happiness postulate that” James is concerned with each pupil’s happiness, LOL

out and explore his capacities and interests, and must provide some direction and guidance therefor. The mere offering of various forms of instruction does not complete the work of the secondary school. It must, as far as may be possible, add to that function the function of exploring, testing, diagnosing, and directing the education of the pupil. It must permit the pupil to discover and test his own special aptitudes and capacities, and must assist in that process through a thoroughgoing system of educational guidance, including educational guidance and direction in the narrower sense, moral guidance, social guidance, physical guidance, and vocational guidance.

PROBLEMS FOR FURTHER CONSIDERATION

1. In this chapter the aims of secondary education have been formulated from the social viewpoint. How would the aims be modified if approached from the individualistic viewpoint?
2. How would a religious aim be related to the aims formulated in this chapter?
3. Compare as many formulated aims of secondary education as you can find. (Cf. the references following, and Ruediger, W. C., *The Principles of Education*, pp. 86-90.)
4. How is moral education related to the social-civic aim of secondary education? (Cf. MacVannel, J. A., *Outline of a Course in the Philosophy of Education*, pp. 99-115; Bagley, W. C., *The Educative Process*, pp. 40-65.)
5. Trace each of the formulated aims of secondary education historically.
6. Consider with reference to secondary education the classification of the activities of life made by Spencer. (Cf. Spencer, H., *Education*, chap. 1, pp. 17-22 (Burt edition).)
7. In connection with the adjustive aim of secondary education show how the development of fixed habits of reaction are related to the development of adaptability.
8. Show how the integrating function of secondary education affects the attainment of the social-civic aim. What relation does it have to the other aims?
9. Show how the differentiating function of secondary education is related to the economic-vocational aim. What relation does it have to the other aims?
10. Trace the history of the propædeutic function of secondary education.

11. Compare the operation of the selective function of secondary education in Germany, France, England, and America.
12. What are the present tendencies of the diagnostic function of secondary education in the United States?
13. What are the present tendencies of the directive function of secondary education?
14. What bearing does the relation between the integrating and the differentiating functions of secondary education have on problems of organization in the American secondary school? On the administration of the curriculum and course of study?
15. What bearing does the selective function of secondary education have on the American secondary school?
16. What effects has the neglect of the diagnostic and directive functions had on secondary education in this country?

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The Reality

The principles Inglis laid out were adopted as the best means of destroying all ideas of the autonomous individual in children, achieved by programming the subconscious of the recipient to procure an immediate response to what the same masters would instill in the child. The following is a summary of the functions he laid out in his book.

The Six Important Functions of Secondary Education

1. The Adjustive or Adaption Function: Establishment of fixed habits of reaction to authority.

The role of the schools is to establish fixed habits of reaction to authority. This, of course, precludes critical judgment completely. It also pretty much destroys the idea that useful or interesting material should be taught, because you can't test for reflexive obedience until you know whether you can make children learn, and do foolish and unnatural things.

2. The Integrating or Conformity Function: Develop like-mindedness and unity in thought and habit.

This should well be called "the conformity function," because it intends to make children as alike as possible, the hive mind. People who conform are predictable and follow the herd, this is of great use to those who wish to harness and manipulate a large labor force. Imagine the reaction to Covid without public school conditioning the masses to react the way they did.

3. The Differentiating Function: Divide and conquer strategy to immobilize in social structure.

Once their social role has been "diagnosed," children are to be sorted by role and trained only so far as their destination in the social machine merits – teach them not one step further.

4. The Propaedeutic Function: Grooming of those in higher classes to manage the lower classes.

The societal system implied by these rules will require an elite group of caretakers. To that end, a small fraction of the children will be taught how to manage and to watch over and control a population deliberately dumbed down, unable to critically think or reason, so that government authority is unchallenged and corporations might never want for obedient labor.

5. The Selective Function: Preservation of the favored races. (Darwin)

This refers not to human choice at all but to Darwin's theory of natural selection as applied to what he called "the favored races." In short, the idea is to help things along by consciously attempting to improve the breeding stock. Schools are meant to tag the unfit – with poor grades, remedial placement, and other punishments – clearly enough that their peers will accept them as inferior and effectively bar them from the reproductive sweepstakes. That's what all those little humiliations from year seven onward were intended to do: wash the dirt down the drain.

6. The Diagnostic and Directive Function: Label children to mark them in the class structure.

School is meant to determine each student's proper social role. This is done by logging evidence mathematically and anecdotally on cumulative records. As in "your permanent record". Yes, we all have one.

I'd like to add my own function called the Consumer Function. It's related to the Conformity Function so perhaps it might be considered a sub-function. When children are bathed in the consumer comparison race from an early age it programs them to extend that into adulthood. Keeping up with the Joneses doesn't start in adulthood. You might say the school has nothing to do with this. Or that even without school children would compare themselves to others and strive to have what their friends have. To an extent, I agree with you. However, when you put 1,000+ students together it creates immense pressure to fit in if only to avoid suspicion (ridicule). Nobody wants to go swimming in shark-infested waters with a cut on their leg. Similarly, you better not show up to school with a smart phone of the wrong generation or cheap shoes. Imagine children growing up without such a large influence of materialism. I think school is one of many tools of materialistic programming. I consider public school to be the chief "in-person" programming tool of materialism. If you've ever spent time in a public school you won't need much convincing of this. We can argue about whether this purpose is planned or accidental. Can you imagine a truly free economy where citizens aren't primed to be rabid consumers? Would you dare to live in a society like this?

Could Amazon, Walmart, or Target even exist as we know them today? If we didn't "need" so much stuff would both parents need to work? Without rabid consumerism perhaps only one spouse would need to work outside the home. Perhaps it would allow you dear reader to homeschool your children without financial ruin. When women began entering the workforce in huge numbers the government benefited greatly since now both parents would pay taxes. Higher family income certainly increased benefited corporate interests which in turn improved employment numbers. What's not to love about consumerism?

Then everything began to get more expensive as inflation chipped away at family buying power. What was once a choice for women has become a necessity. Public school teaches math, english, science, and rampant consumerism. For some, the entire purpose of "education" is to get into college so you can get a good job to earn a living (gain access to the American Dream). What if the pursuit of the American Dream is the tool of your enslavement to the benefit of other interests? The Consumer sub-function (Conformity function) might be the most important function because it powers political and corporate interests. Without willing players, there is no game.

But without this function, we wouldn't have jobs or the two-party system of government. If that's concerning to you then I would consider that as evidence of how effective the Conformity function is. It must have worked on you. I'm asking you to entertain the possibility that we don't need to do things the way we've always done them. Memorizing enough facts and stacking up educational certification to accrue enough financial power to buy the stuff you don't need to impress people you can't stand and then counting the days until you can retire from your hellish hamster wheel of a job only to die of a heart attack or cancer a few years later from our poisoned corporate food system is a shitty life. Perhaps we can work toward something better. "What do you want to be when you grow up Jenny?" HAPPY!

John Gatto tried to find the Ingles lectures and was told by Harvard that the Ingles lecture didn't exist. Then Harvard finally called him back asking what his interest was in the Ingles lecture. Parents often think of public school as a good way to "socialize" their children. The 6 functions of education as described in Inglis's books indicate what "socializing" means in the context of institutional education. Do the 6 functions match your definition of socialization? Making sure your child knows their place in the system, exhibits like-mindedness, and develops fixed habits of reaction to authority certainly qualifies as socialization but so does a cage full of fighting monkeys.

Merriam-Webster defines socialization as the process beginning during childhood by which individuals acquire the values, habits, and attitudes of a society. Socialization can be positive or negative. However I did find an alternate definition below the first one but it relates to animals: exposure of a young domestic animal (such as a kitten or puppy) to a variety of people, animals, and situations to minimize fear and aggression and promote friendliness. In that context, they add a positive spin to it. Exposing animals or people to socially distorted animals or people might do the exact opposite of that second definition. In large groups, the socialization of the individual tends to mirror the majority, positive or negative. There are no guarantees when it comes to parenting but it always surprises me how most parents are willing to expose their children to the physical, mental, and spiritual dangers found in public school as outlined in this paper. Perhaps they feel they have no choice but to send their children to public school due to financial concerns. Perhaps some parents misunderstand the purpose of schooling. Perhaps these parents assume the good intentions of caring teachers and staff will be enough to get the job done. Some parents might even believe that they aren't qualified to educate their children or even that it's not their job to educate their children.

Perhaps parents only send their children to public school because they went to public school and so did their parents. Please refer back to the second function of public school listed above, the integrating function (Develop like-mindedness, unity in thought and habit). Perhaps that's what pep rallies, crazy hair day, spirit assemblies, student body officers, sports, and school dances are for. These things always felt strange to me growing up but now I've begun to understand part of their purpose. It's worth noting that these "spirit" activities continue into the cubicle life many people graduate into after their indoctrination is complete.

I've asked other parents about what their plan is to push back against the negative and dangerous influence some of the other random inmates their children will encounter. They plan to teach their children the correct principles and hope that will undo the daily negatives. If it isn't common sense to you that peers hold the most sway during childhood and adolescence then I'd like to recommend a book called "Hold On to Your Kids: Why Parents Need to Matter More Than Peers" by Gordon Neufeld, Ph.D.

<https://www.amazon.com/Hold-Your-Kids-Parents-Matter/dp/0375760288>

"International authority on child development Gordon Neufeld, Ph.D., joins forces with bestselling author Gabor Maté, M.D., to tackle one of the most disturbing trends of our time: Children today looking to their peers for direction—their values, identity, and codes of behavior. This "peer orientation" undermines family cohesion, interferes with healthy development, and fosters a hostile and sexualized youth culture. Children end up becoming overly conformist, desensitized, and alienated, and being "cool" matters more to them than anything else."

Please read it and decide for yourself if he makes a substantial argument that resonates with your own life experience. Besides the unnecessary dangers, you may expose your child to this seems like an extremely inefficient way to help your child reach adulthood with an intact mind, body, and spirit. I've also heard some parents express a desire for their child to be a light in a dark world. A tiny boat might be capable of sailing through a protected harbor but the same boat might be swallowed up on its own in the open ocean or sailing into the fog by a rocky coast.

Your decision to public school or not will come down to your assessment of a constantly fluctuating sea state. As you might guess I see the public school as the Bermuda triangle in the high seas at night. My initial experience was based on feelings I had while participating in the system for so many years. Now I know what was wrong but I had to research that for myself. It's

worth pointing out that your school experience isn't the same as your child's because of time, place, and personality. Just because you survived or even if you feel you thrived does not mean your child will. We all have slightly different immune responses to public school.

The Tipping Point / What is the best time to start homeschooling your child? – 6/3/2022

I'd love to say NOW but there's more to the answer than that. The best time to homeschool is as early as possible. I would suggest homeschooling your children before middle school starts (the tipping point). There are several reasons for this. By the time middle school starts, many children are becoming young adults which of course includes hormonal changes. During this time peers typically start to exert greater power over your child. In addition to these big life changes, middle school marks the beginning of sports, band, school clubs, etc. If you remove your child from school with these added pressures you may find a lot of added resistance that would not have been an issue in elementary school.

For many children, the public school machine becomes part of many children's identity. As children get older school begins to integrate tribalism through school spirit activities. For many young adults, the home will feel less like home, and being at school and with friends will begin to replace home and familial connections. Please read "Hold On to Your Kids" for more on this. I'm basing all of this on my personal experience but I know there are exceptions to my generalizations. I'm not saying you shouldn't remove your young adult from school. My intent here is to caution parents about some of the problems associated with waiting too long to remove children from the public school system.

It follows that waiting until high school will be even more difficult. I know of one parent experiencing the dilemma of wanting to homeschool her children but her oldest is so invested in the public school culture that she's likely going to leave her oldest child in public school and just homeschool the younger children. The sad part is some of the most destructive influences of public school happen during adolescence. I would encourage any parent reading this to homeschool their children as soon as possible. If your child is in high school it would be wise to involve them in the decision unless circumstances force you to remove them from the system right away.

Quotes

"Habit is thus, the enormous flywheel of society, its most precious conservative agent. It alone is what keeps us all within the bounds of ordinance, and saves the children of fortune from the envious uprisings of the poor." The Principles of Psychology' by William James 1890 page 121.

In 1934 Executive Director of The National Education Association announced that his organization

"Expected to accomplish by education what dictators in Europe are seeking to do by compulsion and force."

"peculiar"

12:21



Posts

They actually had schools for peculiar children. I mean they had peculiar in the name. I wonder what that subjective term meant in the late 40's. I believe it was a catch all term for kids who didn't fit neatly into a majority box. I know of modern equivalents but nobody would use that word now. "Hey Bobby, we signed you up for Elkridge School for Peculiar s". It is interesting how they struggled with how to teach all levels in the same class or even grade. There still is no recognition that different kids move more slowly or quickly in all subjects. Even gender often plays a huge role. Because a school cannot accommodate a vast range within a class of 35 kids is no fault of the child. I assume this is why half of the kids have an IEP. Even if that solved things for any child needing to learn more slowly it does nothing for the child who is a grade level ahead. How many smart bored kids have you heard of? I've known many who probably could have finished school years early.

"From the educational point of view the problem became – Can any reorganization better fit the school to attract and retain a larger percentage of the older boys and girls who drop out, and can a more flexible organization be devised to meet the needs alike of the slow, the gifted, and the peculiar?"

Elwood P. Cubberley – Dean Emeritus, School of Ed,
Stanford

Public Education In The United States 1947

August 30, 2020

We want one class of persons to have a liberal education, and we want another class of persons, a very much larger class, of necessity, in every society, to forgo the privileges of a liberal education and fit themselves to perform specific difficult manual tasks.

Woodrow Wilson, 1909
President of Princeton University

12:17



Posts



and 5 others

Just a few years later he won the White House. Who was the "we" he mentioned? Who decides which education you get? School is very much used as a sorting and directing mechanism. Some very rich and powerful people with similar sentiments have been a guiding hands in education for quite some time. This quote was spoken in front of the New York City School Teachers Association so it wasn't directed at the unwashed masses but those entrusted with the molding of young minds at the time. How about we let natural human interest determine where people end up instead of central planning?



There are those who believe they are our caretakers and they are merely looking after their genetic inferiors. Remember in my post about Fichte I said I had more current examples of this superiority drive? This quote was about 100 years after Fichte. This stuff hasn't gone away. I'll show you even more recent examples soon. This kind of attitude undoubtedly impacted some of your older relatives and therefore it impacted some of you. Can you imagine someone else deciding your path in life and being oblivious to powerful influences? At least being aware you can push back 🙌

Children, Education, and the State

Part 1

<https://www.libertarianism.org/publications/essays/excursions/roots-state-education-part-1-spartan-model>

<http://archive.today/CoxBd>



Part 2

<https://www.libertarianism.org/publications/essays/excursions/roots-state-education-part-2-platos-case-against-free-market-education>

<http://archive.today/4Pmvc>



“Plato’s basic argument against free-market education would be repeated, in one form or another, by later champions of state education. Consider these remarks by the American sociologist Lester Frank Ward, who has been called the “father” of the American welfare state. In his influential two-volume work, *Dynamic Sociology* (2nd ed., 1897), Ward advocated a comprehensive system of state education because this would shield professional educators from “the caprices” of “heterogeneously minded patrons.

”The secret of the superiority of state over private education lies in the fact that in the former the teacher is responsible solely to society, As in private, so also in public education, the calling of the teacher is a profession, and his personal success must depend upon his success in accomplishing the result which his employers desire accomplished. But the result desired by the state is a wholly different one from that desired by parents, guardians, and pupils. Of the latter he is happily independent.”

Ward’s argument for educational experts who will operate without interference by parents – ignorant, narrow-minded consumers who will neither understand nor desire the kind of education needed for the greater social good — would become a mainstay of the American Progressive movement during the early twentieth century. As much as Progressives prided themselves on basing their schemes for a corporate welfare state on the latest developments in social “science,” in this regard they were merely parroting an argument that had been defended nearly 2500 years earlier by Plato.”

The Myth that Americans Were Poorly Educated before Mass Government Schooling - 4/29/2020

<https://fee.org/articles/the-myth-that-americans-were-poorly-educated-before-mass-government-schooling/>

<http://archive.today/3fu7w>



But how would kids learn to read without government-run schools? Literacy rates had to be low before public school right?

“I promised to share a passage from Stephen Mansfield’s book, so now I am pleased to deliver it. Read it carefully, and let it soak in:

“We should remember that the early English settlers in the New World left England accompanied by fears that they would pursue their “errand into the wilderness” and become barbarians in the process. Loved ones at home wondered how a people could cross an ocean and live in the wild without losing the literacy, the learning, and the faith that defined them. The early colonists came determined to defy these fears. They brought books, printing presses, and teachers with them and made the founding of schools a priority.

Puritans founded Boston in 1630 and established Harvard College within six years. After ten years they had already printed the first book in the colonies, the Bay Psalm Book. Many more would follow. The American colonists were so devoted to education—inspired as they were by their Protestant insistence upon biblical literacy and by their hope of converting and educating the natives—that they created a near-miraculous culture of learning.

This was achieved through an educational free market. Colonial society offered “Dame schools,” Latin grammar schools, tutors for hire, what would today be called “homeschools,” church schools, schools for the poor, and colleges for the gifted and well-to-do. Enveloping these institutions of learning was a wider culture that prized knowledge as an aid to godliness. Books were cherished and well-read. A respected minister might have thousands of them. Sermons were long and learned. Newspapers were devoured, and elevated discussion of ideas filled taverns and parlors. Citizens formed gatherings for the “improvement of the mind”—debate societies and reading clubs and even sewing circles at which the latest books from England were read.

The intellectual achievements of colonial America were astonishing. Lawrence Cremin, dean of American education historians, estimated the literacy rate of the period at between 80 and 90 percent. Benjamin Franklin taught himself five languages and was not thought exceptional. Jefferson taught himself half a dozen, including Arabic. George Washington was unceasingly embarrassed by his lack of formal education, and yet readers of his journals today marvel at his intellect and wonder why he ever felt insecure. It was nothing for a man—or in some cases a woman—to learn algebra, geometry, navigation, science, logic, grammar, and history entirely through self-education. A seminarian was usually required to know Greek, Hebrew, Latin, French and German just to begin his studies, instruction which might take place in a log classroom and on a dirt floor.

This culture of learning spilled over onto the American frontier. Though pioneers routinely moved beyond the reach of even basic education, as soon as the first buildings of a town were erected, so too, were voluntary societies to foster intellectual life. Aside from schools for the young, there were debate societies, discussion groups, lyceums, lecture associations, political clubs, and always, Bible societies. The level of learning these groups encouraged was astounding.

The language of Shakespeare and classical literature—at the least Virgil, Plutarch, Cicero, and Homer—so permeated the letters and journals of frontier Americans that modern readers have difficulty understanding that generation’s literary metaphors. This meant that even a rustic Western settlement could serve as a kind of informal frontier university

for the aspiring. It is precisely this legacy and passion for learning that shaped young Abraham Lincoln during his six years in New Salem.”

Not bad for a society that hardly even knew what a government school was for generations, wouldn't you say? Why should we blindly assume today that we couldn't possibly get along without government schools? Instead, we should be studying how remarkable it was that we did so well without them.”

If you read nothing else in the paper read both parts of Charlotte's article below. She summarizes the education plan in this country perfectly. She wrote a 700-page book called, “The Deliberate Dumbing Down of America”. You can read the entire book on archive.org.

<https://archive.org/details/DeliberateDumbingDownOfAmericaCharlottelserbyt>

CHARTER SCHOOL TRAP PART 1 of 2 Charlotte Iserbyt 2/22/2011

<https://newswithviews.com/iserbyt/iserbyt107.htm>

<https://archive.ph/hqgPY>



“With our schools and our children successfully dumbed-down, “they” (identified later in this article) can count on public outcry for “change” in how schools are operated, as well as parental acceptance of charter schools. Parents will accept any solution to the tragic situation facing their children today -- including charter schools with unelected representation. But how many realize that the purpose of charter schools is not academic, but to establish a replacement structure that will focus on training for the workforce (or more simply put: limited learning for lifelong labor)?”

CHARTER SCHOOL TRAP PART 2 of 2 Charlotte Iserbyt 2/22/2011

<https://newswithviews.com/iserbyt/iserbyt108.htm>

<https://archive.ph/Hb42X>



“This article deals with the role of the neoconservatives with help from the Obama Administration, and high up leaders of major teacher unions -- NOT REGULAR CLASSROOM TEACHERS! Organizations such as the neoconservative Heritage Foundation, the Carnegie Foundation, the Gates Foundation and other foundations and members of Congress) are supporting/creating charter schools, unaccountable to the taxpayers who fund them and not subject to customary public school regulations. Thus, the last nail is being pounded into the coffin of our free REPRESENTATIVE form of government.”

“I am 100 % opposed to the use of computers to teach our children. There is massive research, from educational experts in the field of technology, who agree with me. My book contains most of that research. I support students learning ‘how to use the computer’, not the use of software to brainwash them. Dustin Heuston of the World Institute for Computer Assisted Instruction said ‘We’ve been absolutely staggered by realizing that the computer [Skinner’s ‘Box’-Ed.] has the capability to act as if it were ten of the top psychologists working with one student . . .

You've seen the tip of the iceberg. Won't it be wonderful when the child [‘your child, parent! ’–Ed.] in the smallest county in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal and NO ONE CAN GET BETWEEN THAT CHILD AND THAT CURRICULUM? We have great moments coming in the history of education.”

The Bottom Line on Common Core Wait, What?

The People, LLC's "Bottom Line" 7/1/2014

*The following blog post is from Charlotte Iserbyt's blog. I copied and pasted the text below with archive links since the original links were scrubbed or moved.

<https://abcsofdumbdown.blogspot.com/2014/07/the-bottom-line-on-common-core.html>

<https://archive.ph/PYjRy>



“It is not the role of government to develop a workforce. One of the main problems many have with the Common Core [agenda] is that industry is behind the Standards and businesses are utilizing our schools to develop their workforces.

IF GOV. FALLIN (OKLAHOMA) "REPEALED" COMMON CORE:

<https://web.archive.org/web/20140610051501/http://www.politico.com/story/2014/06/common-core-repeal-oklahoma-mary-fallin-107499.html>



HOW CAN SHE SUPPORT THIS?

https://web.archive.org/web/20140910135431/http://www.nga.org/files/live/sites/NGA/files/pdf/2013/CI1314AmericaWorks.pdf?utm_source=WhatCounts+Publicaster+Edition&utm_medium=email&utm_campaign=BREAKING+NEWS%3A+Congress+to+Vote+on+Jobs+for+People+with+Disabilities&utm_content=%E2%80%9CAmerica+Works%3A+Education+and+Training+for+Tomorrow%E2%80%99s+Jobs%E2%80%9D



WHEN IT DOES THIS:

This Initiative Will...

- Elevate the importance of postsecondary education—a degree or workforce certificate—as the “new minimum” in order to gain access to opportunities.

Surely, someone made a mistake...

UH OH...THERE SEEMS TO BE A PATTERN DEVELOPING...

IF GOV. JINDAL OPPOSES COMMON CORE:

https://web.archive.org/web/20140620024543/http://www.nola.com/politics/index.ssf/2014/06/bobby_jindal_vetoes_common_cor.html



HOW CAN HE SUPPORT THIS?

<https://web.archive.org/web/20140713152706/http://www.myarklamiss.com/story/d/story/governor-jindal-signs-legislation-to-create-new-workforce-development-fund/13264/iJp4pHdqJUihwIHG2a8ELA>



WHEN IT DOES THIS?

The WISE Fund will allocate funding through a performance-based formula that rewards and incentivizes the degrees that occupational forecasting and industry have shown are the most employable and the most in demand. To receive these funds, institutions will have to partner with private industry by recruiting at least a 20 percent private match in cash or in kind, such as technology and equipment.

Using data-driven predictive modeling with actual numbers from business and industry, experts were able to figure out how to predict how many and what level of degrees needed to meet workforce demands.

Surely, someone **MUST** be mistaken...

The connection between the governor's WISE fund and K-12 can be seen via this piece from Achieve:

"The Bottom Line

For the college- and career-ready graduation requirements to take root in your state, it is critical to integrate the policy into the state's broader policy framework, including linking K-12, postsecondary and workforce policies and programs. The more the various policies are integrated together, the harder it is to dismantle any one of the individual policies, and student transitions from K-12 to postsecondary and/or the workforce will only be made smoother. In particular, ensuring a state's K-12 system is in alignment with – and reinforced by – the state's economic development and workforce development strategies can go a long way towards creating efficiencies in governance and resource allocation, making the case for more dynamic and rigorous knowledge and skills development at the high school level, engaging key business and labor representatives around education reform, and developing strong P-20-workforce pipelines to the benefit of the greater community."

The People, LLC's "Bottom Line":

It is not the role of government to develop a workforce. One of the main problems many have with the Common Core [agenda] is that industry is behind the Standards and businesses are utilizing our schools to develop their workforces. So:

- If the governor's goal of using our schools to create a workforce has not changed, how different should we expect that any “new” standards will be?
- Citizens should be free to decide if they wish to be formally educated and to decide for themselves which career path they will choose. Instead, our Louisiana government forces citizens to attend school and chooses a career path for each individual according to projected workforce quotas. This same government then educates citizens in order that those quotas may be filled.
- The career path is chosen BEFORE the child reaches the post-secondary learning environment.
- There is no provision for the child who may choose a career path that government does not agree with or for which it has no projected need to fill.
- What happens if the “predictive modeling” is wrong, causing the supply of workers with particular skills to exceed the demand for those skills? What will those students do? Will they have to be re-educated?

Education is supposed to be about reading, writing, and arithmetic in the U.S.A.

Workforce training in the U.S.A. is supposed to be the concern, expense, and responsibility of each employer.

We're supposed to have to travel to socialist/communist/fascist countries to find education being used to fill workforce quotas.

Welcome to Governor Jindal's AMERIKA.”



**The Deliberate Dumbing Down of the Village – 7/8/2014
How New Orleans Charter Schools have become the Global Model for the Community Education Agenda**

*The following blog post is from Charlotte Iserbyt’s blog. I copied and pasted the text below with archive links since the original links were scrubbed or moved.

<https://abcsofdumbdown.blogspot.com/2014/07/the-deliberate-dumbing-down-of-village.html>

<https://archive.ph/xFM1E>





“OPEN is a hub of hubs.”

Orleans Public Education Network (OPEN)

<https://web.archive.org/web/20141024233027/https://www.wkkf.org/what-we-do/featured-work/open-provides-the-platform-for-parent-voice-and-community-participation-in-new-orleans>



funded by W.K Kellogg Foundation

<https://web.archive.org/web/20140718004151/http://www.opennola.org/home/board-of-directors-staff/>



New Orleans is... the nation’s first and only all-charter school district, the Recovery School District [RSD]. The system of charter schools, which are run by private groups instead of a publicly-elected board....RSD focuses less on the ABC's and more on holistic child development, including topics like socialization, independence, self-control, communication skills and accepting responsibility. (Source)

<https://web.archive.org/web/20141024233027/http://www.wkkf.org/what-we-do/featured-work/open-provides-the-platform-for-parent-voice-and-community-participation-in-new-orleans>



As the executive director of Tulane University's Cowen Institute for Public Education Initiatives, John Ayers devotes most of his time and energy to tracking the progress of New Orleans schools and the children... setting in motion a full-scale reform of the city's schools.... (Source)

<https://web.archive.org/web/20140809194706/http://www.kshb.com/news/education/new-orleans-school-reform-could-serve-as-model-for-kcps>



No wonder John Ayers and company are at Tulane University! Look what its Cowen Institute said back in 2006 regarding a national/international model for urban renewal - "the village." And they already have the charters in place, and the Archdiocese of New Orleans on board, via partnershiping.

"To come back, Cowen [Institute] decided: 'We have to build a village'."

https://web.archive.org/web/20140301235559/http://tulane.edu/news/tulanian/village_voice_s.cfm



No wonder Louisiana State Senator Conrad Appel could brag publicly that:

"Hurricane Katrina was a huge disaster which gave us the greatest opportunity of many lifetimes. We literally disassembled the entire educational structure of New Orleans and restructured it in a new model, principally based upon CHARTER SCHOOLS." (Source

<https://www.youtube.com/watch?v=phHbl4QmVTU>



and Source <https://archive.ph/wbzA7>



As Winston Churchill once said, "“Never let a good crisis go to waste.”"

<https://archive.ph/EmCpW>



Katrina was the crisis. Charter schools became the solution. Charters are a phony "choice" for parents and American citizens. Charter schools effectually eliminate our American voter representative form of government, the free market system, truly private education (including religious and homeschools), and our personal freedoms to speak and think. (Read: The 3-Legged Stool of School "Choice"

<https://archive.ph/Vups1>



and School "Choice" For Dummies.

<https://archive.ph/9bupF>



Charter schools are being supported by the political Right in the mistaken belief that they represent "choice." But charter schools are also being orchestrated by the radical Left, as evidenced by the involvement of John Ayers, brother of Bill Ayers of the Communist underground group The Weathermen. (Read: BILL AYERS, POLITICAL RIGHT, POLITICAL LEFT AND "CHOICE."

<https://archive.ph/MOCP1>



Also read: UNELECTED CHARTERS WILL ALLOW LIFELONG COMMUNITY EDUCATION.

<https://archive.ph/jAk3v>



The situation brewing in New Orleans should serve as a wake-up call to all Americans who are concerned about protecting our liberties and true freedom of choice.

Below are key pieces of documentation about this radical New Orleans restructuring of public education into charters. As you read through this, notice what happens to the parents, the children and the community. This New Orleans Model has been purposefully designed to be a model for community transformation internationally:

"After Tulane formed a partnership with Dillard, Xavier and Loyola as part of the higher education "village"..., Tulane officials set to work devising ways to make the partnership permanent, not only helping to rebuild the city... [and] shape Tulane's focus on urban communities...."

As part of the university's increased emphasis on urban community-building, Tulane is creating a new program, the Partnership for the Transformation of Urban Communities, that will support educational, outreach and research programs of national and international relevance stemming from the Hurricane Katrina experience...

Tulane, Dillard, Xavier and Loyola will be partners in the program, which Cowen says is the only such partnership in the country. "Our focus will be on transforming and sustaining healthy communities locally, regionally and around the world, but will begin with the city of New Orleans," he says.

https://web.archive.org/web/20140302014908/http://tulane.edu/news/tulanian/renewal_community_focus_and_partnerships.cfm



Notice all the "partners" in the school and community restructuring of New Orleans. This list includes Tulane University, "Charter Public Schools," and the Catholic Archdiocese. What is missing from this list? Humble parents, honest citizens and ordinary voters.

"NOLA SMILE (Science and Mathematics, Inquiry, Learning and Exploring) is a partnership among the Recovery School District (RSD), Tulane University (TU) (specifically the Teacher Certification Program in the Newcomb-Tulane College and the School of Science and Engineering), the Scott S. Cowen Institute for Public Education Initiatives, LIGO (The Livingston Laser Interferometer Gravitational-Wave Observatory), the Archdiocese of New Orleans, the Lusher Charter Public Schools, and the Isidore Newman School. These partnerships serve as important connections between the university, a high-need local educational agency, public Charter schools, non-public schools, and informal education agencies."

<https://web.archive.org/web/20141216125757/http://tulane.edu/sse/outreach/nola-smile.cfm>



[emphasis added]

This community transformation agenda is also known as the "hub" (see quote at top of this article and also read: The School of the Hub)

<https://archive.ph/fO8pC>



"The Hub" agenda, described below, includes such things as "sustainable health," however it comes to be defined," and "well-being," whatever that means. Note that the goal is to "produce level outcomes." In other words, this city-wide transformation is outcome-based (OBE), i.e., performance-based and standards-driven. Who is defining these criteria? And by what measures will they be assessed? Note how this has expanded from children to everyone in the community! Suddenly this is all about "urban issues" and "global perspectives":

"Comparative studies of urban issues -- from contemporary and historical, local and global perspectives -- can lead to the creation of public policy that fosters sustainable health and well-being. "The heart of the matter is a level playing field," adds Devine. The idea of equity is not to produce level outcomes, but to provide level opportunity."

https://web.archive.org/web/20150414110410/http://www.tulane.net/news/newwave/040307_urban_transformation.cfm



The goal is to spread the poison of fake "choice" (charters schools) to Kansas City and beyond. It turns out that John Ayers, in his influential position as the head of Tulane's Cowen Institute, has been setting up New Orleans to be a MODEL for the rest of the country, even the world.

The following is what Kansas City parents learned about the New Orleans Model coming to their city. Take note of this statement: "handing over the keys to schools to non-profit charter operators." Voters, you have just lost your rights to representative government. Parents, you have just lost your rights to local control over the education of your children. It is "charter operators" who now have the run of things:

A nearly decade-long reform of the New Orleans public school system, which has put a greater percentage of students in educator-controlled schools than any other district in the nation... could become a model for state intervention into the troubled Kansas City Public School system.

A plan for taking over KCPS should the state of Missouri choose to intervene in the unaccredited school district, developed by education think-tank CEE-Trust, borrows heavily from New Orleans' experience in decentralizing school control; handing over the keys to schools to non-profit charter operators and educators given both freedom to run schools as they choose and accountability for meeting state-mandated performance standards....

As the executive director of Tulane University's Cowen Institute for Public Education Initiatives, John Ayers devotes most of his time and energy to tracking the progress of New Orleans schools and the children... setting in motion a full-scale reform of the city's schools.... After the storm [Hurricane Katrina], with students scattered and the district both broke and badly broken, the state-run recovery school district, or RSD, swooped in and took control of nearly all of New Orleans' schools, leaving only a handful under the control of the Orleans Parish School Board.

The RSD, now with a portfolio of schools well beyond its ability to manage alone, began re-launching schools as charter schools; some run by the RSD itself, others by operators that grew organically in New Orleans' neighborhoods and school communities or arrived with national reputations,...

At the heart of New Orleans' reform is choice. <http://www.kshb.com/news/education/new-orleans-school-reform-could-serve-as-model-for-kcps>



[emphasis added]

Note that last sentence about "choice." True choice is being exchanged for a lie. This "choice" described above is a phony choice. Who actually controls the "choice"? The goal is to fool people into thinking they are influential "stakeholders" and "partners" in the planned transformation of New Orleans into a model global community "village." This is a clever and deceptive orchestration of consensus. In the global governance model, people are merely "partners" in the overall transformation of their communities. (Beware: dissenters have been referred to as extremists.)



Parent training

<https://web.archive.org/web/20141024233027/http://www.wkcf.org/what-we-do/featured-work/open-provides-the-platform-for-parent-voice-and-community-participation-in-new-orleans>



Here is how parents are being subtly stage-managed into acceptance for the New World Village Order:

But there's a platform fostering real dialogue and collaboration around critical issues affecting student performance, issues like race and class. The concept behind Orleans Public Education Network (OPEN) began in 2007, just two years after Hurricane Katrina, and the program launched in 2009 to encourage authentic dialogue around rebuilding the education system and engaging the entire community, especially parents....

The reality of public education in New Orleans is that it is the nation's first and only all-charter school district, the Recovery School District. The system of charter schools, which are run by private groups instead of a publicly-elected board....

As New Orleans' schools evolve, so does OPEN. They now are helping parents and organizations navigate the dynamics of the newly formed all-charter schools system through partnership and convening conversations.

In fact, parents are supposed to become the chief cheerleaders for this new global community education structure. Parents are being re-trained as "change agents." Their parental duties are being redefined into the "it takes a village" ideology. This involves re-educating them on their "civic responsibility" to society/community:

Parent engagement is at the core of OPEN's work in New Orleans. One of their signature programs is the Parent Leadership Training Institute (PLTI), which trains parents on how to use their voices to advocate for their children, while navigating the city's diverse school system....

Through the PLTI program, OPEN provides transportation, child care and other support structures that enable parents to meet once a week in the evenings for three-hour sessions.... [T]hree dozen parents have completed the program....

...“Ready, Set, Go” (RSG),... advocates the importance of early learning and instills the notion that parents are a child's first, and most important educator.... [Ed. Note: This is the infamous "parents as teachers" concept, in which the State "re-trains" parents according to politically correct criteria, which is described in my book the deliberate dumbing down of america.

<https://archive.ph/OjtvI>



From the Parent Leadership Training Institute (PLTI), comes the following scenario. Parents are being herded into small groups, put through "retreats" (encounter group sessions), and indoctrinated in a form of governance that excludes voter representation. In order to introduce significantly new concepts to parents, the “change process” developed by the social scientist Kurt Lewin is utilized:

Un-Freeze the old beliefs by rethinking, questioning, arguments, or by mocking and ridiculing the old. Change philosophies and beliefs, and introduce new teachings, ideas, materials, and ways of thinking. Re-Freeze – establish a new worldview, a new paradigm, a new foundation, and a new idea about how government should work in America.



What "stakeholder" really means

The information below represents some of the most alarming information we have ever seen. As you read through this, ask hard questions about WHY parents are being put through this sort of intensive psychological wringer to become community "change agents." Define "civic relations." Define "democracy." Define "health." Chances are that you won't agree with their definitions. Notice that parents are flattered into thinking that this is "Leadership Training." In reality, this is training on how to be good little followers, herded along by the real stakeholders (those collaborators and partners who intend to drive a stake into the heart of the American freedoms).

The Parent Leadership Training Institute trains, inspires and empowers parents to become effective advocates for children. PLTI is a statewide initiative created to improve the lifelong health, safety and learning of children by helping you develop the leadership skills to make real change – in schools, communities and state and local governments. Through PLTI's adult learning experiences, you explore your passions, strengths, beliefs and ideas. You'll then work to develop interpersonal and public communications skills, as well as deepening your understanding of government, media and civic relations.

What is the Parent Leadership Training Institute (PLTI)?:

- A 20-week initiative for adults concerned with the future of our children and families**
- A civic leadership initiative**
- A public-private community partnership**
- A training ground in civics and democracy**
- PLTI teaches parents how to become change agents for the next generation.**

The Parent Leadership Training Institute enables parents to become advocates for children and communities.... PLTI teaches parents who wish to improve children's lifelong health, safety and education how to become practiced change agents for the next generation....

Through practical advocacy instruction, media training, and hands-on community projects, parents are empowered effect change in their local schools, communities, and governments. The Institute also works with programs and initiatives to facilitate attitudinal change towards parents, and to help design systems reform to allow for for significant parental involvement.

[PLTI]... integrates child development leadership and democracy skills into a parent-friendly curriculum. Participants attend a 20-week program consisting of one three-hour session per week....

Parents are offered three steps of training built on interactive adult learning practices:

A retreat to develop group and define mission

A 10-week course on parent leadership

A 10-week civics program with a corresponding community project.

<https://web.archive.org/web/20140818055349/http://www.opennola.org/home/parent-leadership-training-institute/>



[emphasis in original]

<https://archive.ph/7PKML>

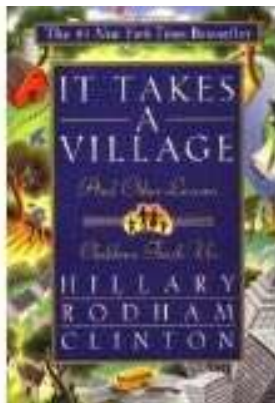


If video doesn't play try this link:

<https://vimeo.com/69346841>



So the next time you receive a slick mailing from the establishment Conservative Right touting Charter Schools as "Choice," especially presenting it as a solution for the "Common Core" agenda, don't fall for it. You may think you can control the variables and influence the outcome. But, as can be seen by the New Orleans experiment, this agenda is already miles further ahead than you ever dreamed possible. This New Orleans Model represents a collusion of the political Left with the political Right for the formation of a system of global governance that will re-shape every local community into "the village." Heaven help us!



In a 1968 speech, "The United Nations and Alternative Formulations—The Hard Road to World Order," Richard Gardner, former U.S. deputy assistant secretary of state and U.S. ambassador to Italy, provided an accurate forewarning and picture of the environment in which Americans and citizens of other countries live today, explaining how the elitist planners would, through the use of gradualism, succeed in their century-long plan to create a One World Government. In an excerpt from the speech Gardner explains the following:

In short, we are likely to do better by building our "house of world order" from the bottom up rather than the top down. It will look like a great, "booming, buzzing confusion," to use William James's famous description of reality, but an end run around national sovereignty, eroding it piece by piece, is likely to get us to world order faster than the old-fashioned frontal attack. [emphasis added]

***Note from the author of, Why we left public education.**

I was appalled watching the PLTI graduation video. I saw so many trainees who seem like they are genuinely concerned about their community and genuinely oblivious to their own re-education. The creeps behind the scenes must love watching parents participate in their

globalist educational bondage schemes. Don't be fooled! I also wanted to point out that whenever you see the phrase "educator-controlled schools" that means charter schools. Doesn't it sound so nice? It's so much better than "non-educator controlled schools".

Public school is big business

Undercover Common Core Vid: Exec Says "I hate kids...it's all about the money" – 1/12/2016

<https://www.youtube.com/watch?v=c8tZGI1SVs0>



“In this shocking explosive video of this new series about Common Core, a senior Houghton-Mifflin Harcourt sales executive says she hates kids and the textbook manufacturers prefer profits to the needs of school children across America.

"Oh my God, it's all a money game. It's all a money game," confirms one Brooklyn teacher.”

Standardized Testing

The state of Utah standardized RISE (formerly SAGE) test was a disaster last year. The state signed a 10-year \$44 million standardized testing contract with Questar in late 2017. In 2018 many classrooms experienced a lot of technical problems during the administration of testing. Here is a link to a recent story explaining what the problems were:

<https://fox13now.com/2019/08/21/utah-board-of-education-promises-smoother-testing-this-year/>

<http://archive.today/Cb42e>



Here are some important sections from the story:

“During RISE testing, some students were incapable of electronically submitting the first half of their tests so they could move on to the next portion. ‘Students would get a spinning wheel — or a ‘pending’ — or an ‘unable to submit,’” Nielsen said. “I think you also saw teachers’ frustration start to build.” After the tests were complete, Nielsen said many students received immediate electronic grades that did not match the printed grade they received the following day in class. Nielsen said the Utah Board of Education hopes to have a full analysis of last year’s testing results by its October board meeting. Then the board will have a better idea of whether the data is reliable enough to keep on the books.”

They are now switching back to AIR for this year's testing and the state is in litigation with Questar to get back some of the money it spent. Now they don't know if the data is reliable enough to be compared to other years. They put kids through all that in class prep time and stress and spent a lot of money and now they may not be able to use the data... Again I find a significant trust issue with the “experts” in charge. There were reasons why the state switched from AIR. The SAGE test (AIR) received a lot of bad press. Now they are going back because it is their best option. See the <https://www.air.org/about>

<http://archive.today/qojm9>



Their slogan is **“Conducting and applying the best behavioral and social science research, evaluation, and technical assistance towards improving people's lives”** I thought they were testing academics, not behavior and yet they hire company who is a specialist in behavioral testing.

Speaking of copyright... - 4/25/2022

The RISE assessment is a computer adaptive criterion-referenced assessment system that includes summative tests for English Language Arts (ELAs), Mathematics, Science, and Writing. The summative tests are scheduled to be delivered to children in grades 3-8. These state-standardized tests are produced by AIR (The American Institutes for Research). AIR describes itself as, “Conducting and applying the best behavioral and social science research, evaluation, and technical assistance towards improving people's lives.” I thought they are testing academics, not behavior and social science and yet the State of Utah hires a company that is a specialist in behavioral testing to produce our state standardized tests? The cherry on top is that these tests are copyrighted so only students can see them (see below).



Teachers can't see the test and it's adaptive which means each student will be tested differently depending on their current level of understanding. An English test could be set up to test for a child's position on emotional or moral issues and be brought through a learning loop that "adjusts" the child's position on emotional or moral issues. This could be accomplished without the child being aware. They wouldn't even know a question should be questioned in most cases. Please forgive me for having trust issues about a test we're not allowed to see, produced by a company that claims to be a behavior testing specialist, and proctored by teachers who can't see the test and likely would just do what they're told anyway. On top of this, the parents are paying millions per year in contracts to pay the testing company. This research paper gives you evidence for why you shouldn't trust the public school system.

There is a lot written about what was actually in the SAGE adaptive test. Wendy Hart, former ASD board member has written extensively about this:
<https://wendy4asd.blogspot.com/2014/04/why-i-opted-my-kids-out-of-sage-testing.html>
<http://archive.today/XLtJl>



Before I go on she has a great quote about education at the top of her blog. It says “But if it is believed that these elementary schools will be better managed by...any other general authority of the government, than by the parents within each ward [district], it is a belief against all experience.” --Thomas Jefferson I find myself standing with Mr. Jefferson more every day. We revere our founding fathers but many people think they know better. Here are the main reasons she opted her kids out and so did we. You can read more specifics in the link:

“Why I Opted My Kids Out of SAGE testing – Wendy Hart Alpine Board of Education 2014-1018

(2018 Note 0 SAGE test will be now be called RISE for grades 3-8 and Utah Aspire Plus for grades 9-10)

The primary principle in education is that parents and teachers must be the ones in control of what a child learns in school. As the child gets older, more of the responsibility transfers to him/her. But, parents, teachers and students are the three-legged stool of education. The dependence on SAGE scores removes all three legs.

I have opted my kids out of the SAGE, end-of-the-year state tests. Here are the reasons why.

Eliminates parental/local control

Grading teachers and schools, based on a test is wrong

I don't agree the test is assessing 'critical thinking'.

'Fuzzy math' methods and answers are rewarded

A pilot test: no validity or reliability

I can't verify the test is actually testing anything I want; going on faith

No data privacy guarantees

Individual stress levels for a child”

Wendy is a very wise woman and I stand with her despite people looking at me cross-eyed when I say I have some valid issues with standardized testing as it has been administered in our state. Why am I looked at as the crazy one? A major fallacy is that some people think people like us just don't want our little kiddos to be too stressed or tested in any way. WRONG! WRONG! We want our kids to experience heavy weight to grow muscles. The number of hours spent prepping for these tests sucks away precious class time. Were you aware the test cannot legally have any impact on a student's class grade? They use the data for other things but the student gets no credit for the test.

Teachers and parents aren't allowed to see sample test questions. The scores on SAGE were miserable because kids know it isn't part of their grade. How silly is that? As the Finnish school system proves we don't need to give children these standardized tests multiple times per year from 3rd grade on to prove our kids are doing well. Finland offers one big standardized test in a student's mid-teens and that's it. Teachers don't need testing to find out where their student's abilities are if they are working closely with them. By teaching our kids at home we know where they are at. In a classroom of 30 kids, this is much harder to do. This is yet another reason why we teach at home. We also focus on mastery rather than pushing kids to move quickly. If kids aren't ready they don't move on in that particular subject. What we find is they are usually ahead and behind in different areas. If all kids were the same we would expect them to be at x level for x age. In public school, there is social pressure to keep kids with their own age. More on the age issue later. They moved my son out of 6th grade even though we knew he wasn't ready academically. When that happens they fall behind even more and this can lead to hating school and loss of motivation. It happened to me and I know I'm not alone.

I collected some data back in 2017 that speaks to the effectiveness of the older SAGE test. I copied the following text from the Canyons school district web site so you have some background on what is being compared.

“SAGE tests, first implemented in spring 2014, measure Utah’s higher learning expectations, which are designed to make sure students are prepared for college and careers when they graduate from high school. The state uses SAGE tests to determine whether Utah students are learning what they’re supposed to be learning. In that sense, SAGE is a way to measure student performance within the Utah public education system.”

The two links below compare the 2016-17 Sage scores from our assigned elementary school and the upper-middle-class elementary school on the other side of the valley.

Mountain trails (Use archive link since the regular link displays current year)

<https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2017?leaNum=01&schNum=205>

<http://archive.today/CSt2n>



Traverse Mountain elementary (Use archive link since the regular link displays current year)

<https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2017?leaNum=01&schNum=258>

<http://archive.today/eRvjk>



68% of students at our assigned elementary school are not proficient in language arts! Honestly, the state and district averages aren’t so hot either but ours have been in the toilet since they started using SAGE. We have certified teachers but nothing changes. If we’re talking about helping our kids be competitive and college ready our school is failing. They’ve had 4 years to teach to these tests with nothing to show. Even at the school from a more affluent area in our district, many children aren’t proficient in core subjects.

UPDATE 2020: It got worse! If we compare the 2016-2017 Sage scores to the 2018-19 Sage scores for Mountain Trails elementary there was no change in language arts. Only 32% of students at Mountain Trails were proficient in LA. Mathematics proficiency dropped 10% in 2 years to 25% and science dropped 4% to 35%, see the link below:

<https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2019?leaNum=01&schNum=205>

<http://archive.today/XJmlo>



Over the same period of time Traverse Mountain improved in all areas +15% in LA, 9% in mathematics, and +14% in science, see the link below:

<https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2019?leaNum=01&schNum=258>

<http://archive.today/d7dO8>



UPDATE 2022: Traverse Mountain lost all of the improvements realized from the 2016-17 scores to the 2018-19 school year. In the 2021-22 (in person) school year LA is back down to 52%, Math 62%, and Science 56%. I wonder what happened. No SAGE data is available for the 2019-20 school year.

<https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2021?leaNum=01&schNum=258>

<http://archive.today/nDEI0>



If you believe these test scores are evidence of all the common things people assume they are then why would we trust a school that has a track record of such poor performance and why would there exist such a disparity between two schools in the same district? Would it truly matter to our son or daughter to know the causes? I think a sensible approach is to look at data as well as anecdotal evidence and decide if it's a good idea to leave your children's future in the hands of the staff running the school in question. At the statewide level, the data for 2018-19 shows less than 50% of children K 12 are proficient in the same categories.

I think this points to a system-wide problem. Remember that proficient doesn't mean excellent. My wife shared a question from our local Facebook community page with me today that prompted me to update this section. This parent was asking about why the local elementary test scores were in the toilet. What I found fascinating was how nobody answered the parent's question. Most of the comments surrounded how much they love the admin and teachers and how much the staff loves their child and what a great effort they extend. It seemed like their emotions wouldn't let them focus on the specific question being asked. It sounded like a lot of ass-kissing and side-stepping.

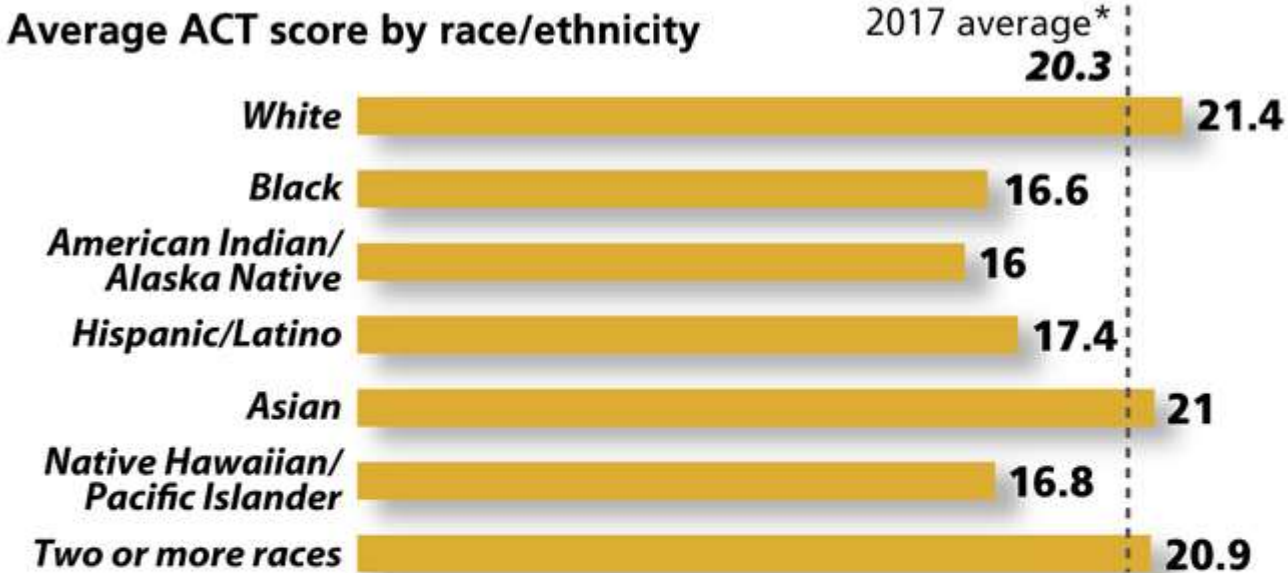
I think it's great that the teachers are personable and care for the children but helping the children reach the goals the kids are spending time on is also important. I've seen many public posts where no criticism is tolerated. Part of this may be because the local schools employ so many of our neighbors. The protectors of the system remind me of an immune response where the parent asking tough questions is the virus. If we look at ACT scores which SAGE was supposed to prepare students for there is more bad news. The chart below shows the percent of students meeting college readiness in core areas. I mentioned the lack of college readiness problem earlier in this compilation.

When I question the effectiveness and reasoning behind these tests people assume I'm just scared to stress my kids out. Why should I put my faith in a system that delivers this sort of result with experts steering the ship? When I say there is a problem with public school often people will tell me it's due to bad parenting and that it takes cooperation with teacher, parent, and student. It can never be the fault of the system somehow. The parental scapegoat theory has some credence but not to the extent most people believe. Some parents just let the

teachers do it all. This is wrong and it does contribute to the problem but some parents cooperate fully with the system and are not happy with the deliverables.

Utah 2017 ACT scores

Utah's graduating class of 2017 averaged a score of 20.3 on the ACT exam, which measures college readiness on a 36-point scale.



*The average score in 2016 was 20.2

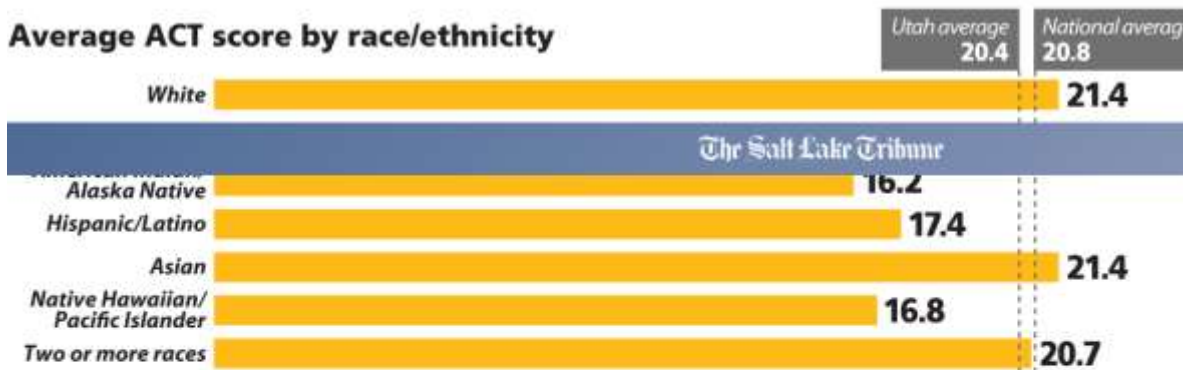
Percent of students meeting college-readiness benchmarks



Source: ACT The Salt Lake Tribune

UPDATE 2020: You'll notice the average ACT score improved by .1. Math and science percentages improved by 1%. Essentially the system carried on exactly as it did the year before. The majority of Utah teens are NOT college ready but people think we're crazy for questioning the effectiveness and methods of the systems. Given the tremendous amount of resources driving the system, the results are discouraging. Perhaps it isn't about how much money is spent on schools. See International Ranking for details on this.

Utah's graduating class of 2018 averaged a score of 20.4 on the ACT exam, which measures college readiness on a 36-point scale. The national average was 20.8.



Percent of students meeting college-readiness benchmarks



Source: ACT

GRAPHIC BY CHRISTOPHER CHERRINGTON | *The Salt Lake Tribune*

Despite Common Core and more testing, reading and math scores haven't budged in a decade

Erin Richards USA TODAY Published October 30, 2019

https://www.usatoday.com/story/news/education/2019/10/29/national-math-reading-level-test-score-common-core-standards-phonics/2499622001/?fbclid=IwAR2WTMHopy-NywWld4UZaC4W8oVwNu-9997Kcmzj5WAMV1ipYFYAu_-ZkXA
<http://archive.today/INwPM>



“American students are struggling with reading. And the country’s education system hasn’t found a way to make it better. In fact, fourth and eighth grade reading scores on the National Assessment of Educational Progress essentially haven’t budged in 10 years. That’s causing some alarm, considering the number of reforms aimed at American schools over the past decade: stronger academic standards, more tests, stricter teacher evaluations and laws that discourage schools from promoting third graders if they can’t read proficiently, to name a few.

"Reading has just been more or less plateauing, stagnating," said Peggy Carr, a leader of the assessments division for the National Center for Education Statistics, which administers the NAEP to a representative sample of students across the country every two years. How bad are the new reading scores?

Results of the 2019 NAEP, also known as the Nation's Report Card, showed elementary and middle school students scored worse in reading than they did two years ago. Specifically, 35% of fourth graders were proficient in reading in 2019, slightly down from 37% in 2017 and barely up from 33% of such students considered proficient a decade ago, in 2009. About 34% of eighth graders were proficient in reading this year, a drop from 36% in 2017 and only a tiny bit better than 32% in 2009.

To be clear, the national exams set a high bar for proficiency – higher than most state achievement tests. But they're the only consistent measure of how students nationwide are doing in core subjects over time. A sample of about 600,000 public and private school students in fourth and eighth grade took the reading and math exams in 2019. Their results were released Wednesday.

"Since the first reading assessment in 1992, there's been no growth for the lowest-performing students in either fourth or eighth grade," Carr said. "Our students struggling the most with reading are where they were nearly 30 years ago."

Why are reading scores so low?

So far, people can only offer theories. An award-winning series last year by American Public Media reporter Emily Hanford investigated why many educators still don't know to give, or resist giving, children a firm foundation in phonics: the process of correlating sounds with letters or groups of letters.

Most schools also don't spend enough time having children practice reading fluency and developing their vocabulary, said Tim Rasinski, a literacy professor at Kent State University. Fluency helps kids understand words immediately and not use up so much mental capacity laboring on each one.

"Fluency requires different instructional methods than phonics," he said. "Practice is key."

Rasinski said he also thinks students are subjected to far too many tests, which leaves less time for instruction. And, he said, a lot of districts continue to adopt poorly designed reading curriculum.

Are national math scores any better? In the short term, not really. But over 27 years, they've improved more than reading scores. About 41% of fourth graders and 34% of eighth graders scored proficient in math in 2019. That's not significantly different from 2017. Carr said the math scores are also about the same as a decade ago.

But since 1990, students at both grade levels have improved in math: Fourth graders this year scored 27 points higher on the 300-point exam compared with their peers in 1990. Eighth grade students posted an average score that was 19 points higher than in 1990. Scores have flat-lined: Students have made little improvement since the early 2000s. What else has happened to math and reading scores in the past decade?

The gap between the most- and least-competent students got bigger. "Compared to a decade ago, we see that lower-achieving students made score declines in all of the assessments, while higher-performing students made score gains," Carr said. This divergence in performance is one reason why average student achievement hasn't changed in a decade, Carr explained.

Is there any good news in the 2019 NAEP reading and math results?

Yes. Washington, D.C., students showed big gains in fourth grade reading and eighth grade math. In fact, D.C. Public Schools was the only large district to show test-score gains in three of the four assessments since 2017, Carr said. Mississippi was the only other state to improve in fourth grade reading since 2017. Detroit's public schools pulled out a big win in fourth grade math: Students scored 6 points higher there than in 2017. Boys, Hispanic students and English language learners also improved in fourth grade math over the past two years.

Education coverage at USA TODAY is made possible in part by a grant from the Bill & Melinda Gates Foundation. The Gates Foundation does not provide editorial input.”

2022 authors note: Why is the gates foundation giving grants to news agencies? I'm sure they don't have any input even though Gates was highly involved in the un-tested common core standards. Perhaps this story was allowed to be written because they need an excuse for yet more new educational programs.

3 Reasons Why Multiple-choice Tests Fail to Be an Effective Assessment of Higher-order Thinking in Your Course - Dr. Devrim Ozdemir - 1/24/2017

<https://devrimozdemir.com/2017/10/11/3-reasons-why-multiple-choice-tests-fail-to-be-an-effective-assessment-of-higher-order-thinking-in-your-course/>

<https://archive.ph/yq7ZT>



“A good assessment must have the following four attributes. First, the assessment should be relevant to the course because it aligns with one or more course objectives. Second, the expectations for the students should be clear and reasonable. Third, the assessment should provide the students the opportunity to demonstrate their learning. Fourth, the assessment should allow the instructor to provide constructive feedback. Multiple choice assessments for higher-order thinking fail to have all these attributes.”

“3. Presumably, a correct multiple choice response as the solution to a problem should indicate that the student had gone through the desired thought processes to come to that conclusion. However, we cannot know that for certain. Additionally, incorrect answers on multiple choice tests fail to provide enough information to identify where the students' thought process failed. Thus, the instructor cannot provide constructive feedback to correct student misconceptions.

The closest an instructor could come is to have a multiple-choice question with incorrect choices addressing each anticipated incorrect thought process. A wrong answer would signal where the misconception occurred. Even with such a well-designed multiple-choice test, the instructor is still making guesses about the students' thought processes, and may not have accounted for all possible variations.”

“Considering the limitations of multiple-choice tests for assessing higher-order thinking, why are multiple-choice tests so popular? I have several hypotheses. First, multiple-choice tests are convenient for instructors because they are automatically graded in the learning management systems and online tests may have automatically randomized

questions. The multiple-choice tests save significant time for grading. Second, multiple-choice tests look more “objective” since they do not involve unique responses from each student which instructors assess with a rubric.

However, it is not objective since the instructor or textbook publishing company develops those questions and answer options based on their subjective judgment. Third, multiple-choice tests make an assessment in large classrooms more manageable. True, but why are we sacrificing quality learning for the sake of quantity of enrollment? Perhaps we should instead ask ourselves, “what is the proper class size for this subject matter?”

Since homeschooling only involves a few children there’s no need to systematize testing. Testing happens daily through working with your children and having actual conversations. It would be impossible for my child to guess an answer without me knowing it was a guess. I know exactly where the gaps in knowledge are and how to follow up to correct the issue. The learning cycle time is usually MUCH shorter in the homeschool because a homeschool lacks the systematic mass of public school. I think of public education as a steam train that takes a mile to stop and even longer to turn around.

I would compare homeschooling to a sports car that is light weight which enables it to accelerate, turn, and brake with ease. When it comes to testing knowledge homeschooling can objectively achieve much better results than public school. Sometimes homeschool parents get criticized when they bring up testing stress as a reason to leave public school. The criticism usually implies that our children will lack resilience without facing the kind of test stress that public ed causes. A homeschool parent might question a public school parent’s obsession with toughening their children through constant test focus. Is it possible their child will lack resilience even if they go through the testing? Look up the stats on how many young adults live with their parents into their late 20s and 30s and tell me how prepared and resilient most children are by adulthood. The number may surprise you. There are a lot of “resilient” public ed test takers in that bunch.

Perhaps a homeschool parent might also ask why public school parents would be satisfied with multiple-choice tests that are given because it is the most efficient way to test mass amounts of children, not because it is the most effective way to test knowledge. I’m sure the fact that multiple-choice tests will make teachers, admin, and schools look better via credit for guesses has nothing at all to do with it. If I activated my critical thinking skills I might even imagine that the education system and testing companies help each other look more relevant than they really are. Teaching your son or daughter daily gives a parent a massive advantage in knowing what their child knows as compared to looking at a score in your child’s online portal, passing a few emails back and forth between their teacher, or making it to a parent-teacher conference.

Think of the cumulative impact of a B student missing 15-20% of the curriculum each year. That grade might even include guessing on MC tests which means they’re missing more than what the B grade suggests. Who wants an accurate picture when you can just take the B right? Is school about jumping through hoops well or actual learning? Perhaps as a homeschool parent test stress isn’t the issue. Maybe I want to have a more complete picture of what my child knows about a particular subject so I avoid testing systems that blur that picture. Perhaps I don’t believe in the illusion that multiple-choice tests are the best way to know what a child understands.

The professor who wrote the article above seems to have a few issues with the MC test as well. I'm writing boldly because I think it is a common misconception homeschool parents aren't equipped or certified to teach at the same level as public school teachers and certainly can't do better without being a member of the anointed pedagogical priesthood. When I can shine a spot light on the generational tradition known as the multiple choice test and shoot all sorts of holes through it while at the same time showing the reader why homeschooling might be far superior when it comes to testing practices I'm going to do it unapologetically.

Homeschool parents are sometimes guilty of having a superiority complex but more often public school parents won't even take homeschooling seriously. The meme of mouth-breathing, denim-wearing religious zealots hiding from society might have described a few homeschooled families 40 years ago but today there are too many people who know homeschooling families to make the joke stick without showing massive ignorance. Public school is inherently limited in many ways because of the sheer number of children being "served". This will never change. I'm aware that MC tests are not the only type of test given to students but they are still used far too often.

Nevada School District Implements New Grading Policy: Attendance, Participation, Late Assignments Don't Matter – 8/7/2021

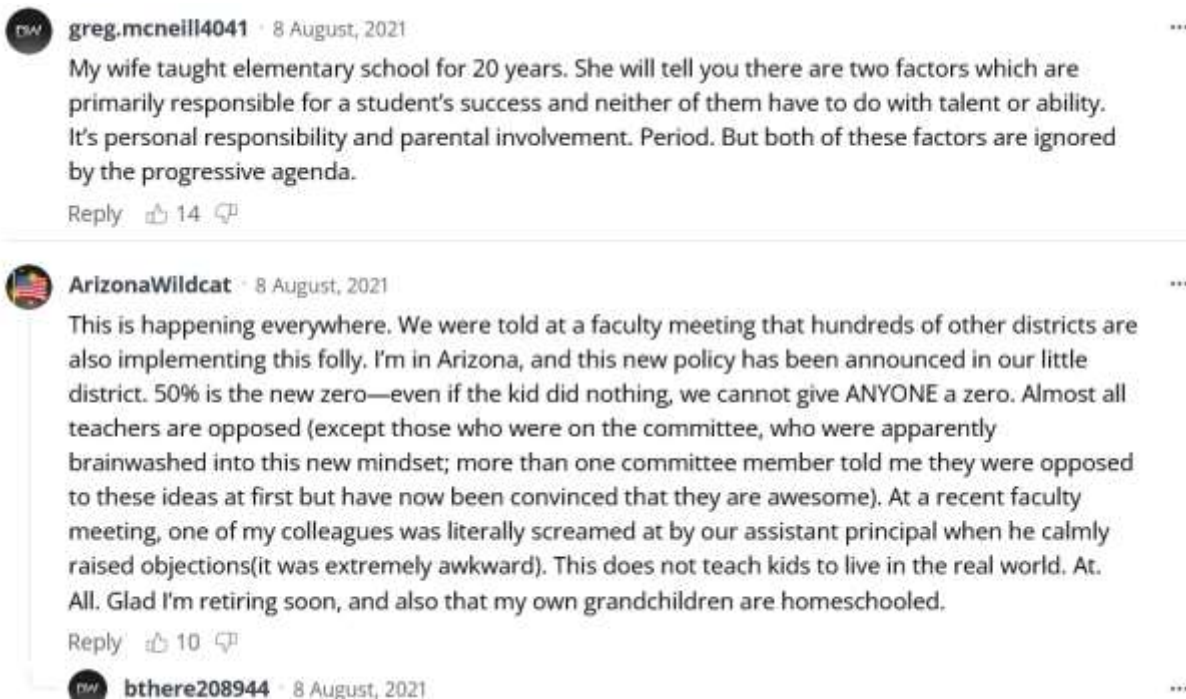
<https://www.dailywire.com/news/nevada-school-district-implements-new-grading-policy-attendance-participation-late-assignments-dont-matter>

<https://archive.ph/wlp1r>



“A new grading policy has been introduced in Clark County, Nevada, which contains Las Vegas and is the 11th most populous county in the U.S. The new policy puts the lowest grade a student could possibly achieve at 50%, meaning students will never get less than half credit on an assignment. Should a student in grades 1-5 score below 50%, they will receive a “W” to indicate they are “working on standards below grade level.” Students grade 6-12 can also receive a “P” for “Passing (to be used for specific courses designated by the Academic Unit.)” The new policy also states that “Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).”

Ensuring that the lowest grade you can get is 50% is the latest part of the unofficial dumbing down of America program. This is happening all over the country. An Arizona educator commented on this story by saying,



Notice the last line in Arizona Wildcat’s comment...

“After a backlash to the new grading policy, Clark County School District Superintendent Jesus Jara defended the policy, according to the Las Vegas Review-Journal. Jara said the policy promoted equity, the latest buzzword of progressives to use instead of equality, since equity refers to outcomes instead of opportunities. “Over the summer, the school board voted to change the district’s grading policy. It will allow students to revise assignments and retake tests, and will eliminate some behavioral factors like attendance and participation from grades,” the Review-Journal reported. “But some have opposed the changes, saying they lower standards for students.” Jara stood firm, insisting the new policy doesn’t lower standards. “It is not about lowering the standards,” Jara said. “Again, [it’s] holding children accountable to demonstrate what they know.”

Promoting equity by dulling the collective saws of students? If equity is being used the way I think it is this means giving disadvantaged children a weaker intellect and a false impression of what adult life demands. Doesn’t this make these educational leaders complicit in actually hurting minorities and economically disadvantaged students? The superintendent says it isn’t lowering standards it’s holding children more accountable to demonstrate what they know. What if the students only demonstrate learning 25% of the curriculum but they get an automatic 50%? How does that hold children MORE accountable to demonstrate what they know? If the score isn’t an accurate representation of knowing it gives a false impression of mastery. Jara is using double-speak to obfuscate the truth.

“KLAS reported that some have spoken out against the new policy, saying it will lower standards and ultimately harm students. “This grade change takes behaviors completely out of the question,” Tam Lester, teacher at Del Sol Academy, told the outlet. “And it, arguably, at the detriment of the student.” What they will need is those learner-ready behaviors,” Lester said, adding, “things like focus, things like participation, things like time management. Some of these policies are taking those away.”

After reading the previous article I researched to verify the specifics of the new standard on the Clark County district web site:

CCSD Grading Reform Initiative

<https://ccsd.net/district/grading-reform-initiative/>

<https://archive.ph/wip/HzTsv>



“In an effort to reach goals set in Focus: 2024, CCSD’s five-year strategic plan, the Grading Reform Committee, composed of principals and members of various CCSD departments, in partnership with the Assessment, Accountability, Research, and School Improvement Division (AARSI) have led a grading reform initiative. The goal of these efforts is to ensure students’ grades more accurately reflect their knowledge and skills by minimizing the impact of non-academic factors by reporting these separately. Students are still expected to meet deadlines and demonstrate appropriate behaviors; however, these actions will not be reflected in academic grades. Students will also have the opportunity to revise and/or retake assignments and tests to encourage continued academic growth in areas they may not have fully understood the first time. These changes will allow students to learn from mistakes and demonstrate mastery of content throughout the school year. Throughout the process, five key priority areas have been identified to ensure equity, accuracy, and consistency in CCSD grading policies across all schools.”

They aren’t “minimizing” the impact of non-academic factors, they are eliminating the impact. It’s clear to me that the precise use of language isn’t a skill the district administrators have mastered yet. A test isn’t really a test if you can take it as many times as you want. If all assignments and test can’t be scored lower than 50% that makes it much easier to pass a class. Under the new standards let’s assume a teacher decides to make test scores worth 50% of a student’s grade and assignments make up the other 50%. In this example, a student could earn an average score of 20% on tests and then get 70% on assignments and come up with a passing grade.

The assignments could be open book or easily copied from another student while a test is typically not open book. During a test a student typically needs to remember the curriculum to score well. This new grading program would not “accurately reflect their knowledge”. Under a traditional grading scheme, the student earning a score of 20% on the test and 70% on the assignments would average 45% instead of 60% which is an utter failure. What happens when a student under the new grading scheme gets to college or has a job when an automatic 50% won’t cut it? I think I know. They will hurt those they say they’re trying to help.

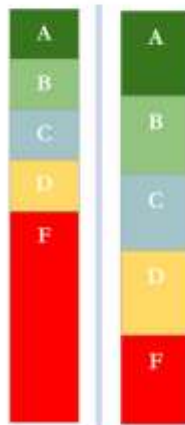
Fact:
Grades are determined based on evidence of student learning.

It is not appropriate to add a grade for a student who did not produce artifacts of learning because it does not accurately report what they know and need to learn. Teachers will work with students to gather evidence of learning to inform grading.



In the scenario I just laid out their own system doesn't accurately report what they know and need to learn. The infographic conflicts with reality. If the evidence says a student knows 45% of the curriculum but you give them an average grade of 60% you obfuscate what a student really knows. Their claim is not fact.

Fact:
The equity grading scale provides balance and supports mathematical precision.



The equity grading scale provides a floor of 50, which ensures an equal range for each letter grade of A through F. Extreme outliers can no longer impact a student's grade making it possible to recover when new learning has occurred.



Oh the irony of finding a typo on a school district web site! "When new learning has occurs" might not send the message they intend. I fail to understand how this grading reform provides mathematical precision. It reduces grading precision. Technically the new grading reform doesn't provide an equal range for each letter grade A through F. To score A grade students can earn a score of 90% up to and including 100%. By my count that is eleven different scores possible to earn an A grade. To get score a B grade students can earn a score of 80% up to and including 89%. By my count, that range consists of 10 different scores possible to earn a B grade. But now I'm just splitting hairs. For the sake of argument let's assume there is an equal range for each grade between A and F. Yes the new plan would provide an equal range for each letter grade A through F but how does balancing the tiers support mathematical precision? As you will

see below an A requires the same score it used to, a B does the same, and so on until you reach a score below 50%. If a student can only provide evidence of knowing 25% of the curriculum the system will claim the student can demonstrate knowing half of the curriculum. The new system is less precise at indicating what some students know.

Grading Regulation Comparison

	Previous Grading Regulation	New Grading Regulation
Kindergarten Grading Scale	2 - Meets 1 - Approaches	2 - Meets 1 - Approaches
Elementary (1-5) Grading Scale	A - 90-100% B - 80-89% C - 70-79% D - 60-69% F - 0-59% W - Working on standards below grade level	A - 90-100% Excellent B - 80-89% Above Average C - 70-79% Average D - 60-69% Below Average F - 50-59% Emergent W - Working on standards below grade level

Also notice that an F now stands for “emergent”, not failing. Softening the common definition of an F is an attempt to remove the stigma the system created over the last century plus. On the web site FAQ, we find the following:

“Question: Why is CCSD making this change?”

Answer: Students, educators, families, and administrators have been struggling with inconsistent grading policies when transitioning from school to school. The students of CCSD deserve an equitable grading system that accurately reports student achievement on the Nevada Academic Content Standards and supports all students being successful.”

The accuracy of student achievement reports has decreased as a result of this grading reform. As it shows in the grading regulation comparison A-D grades are unchanged by this reform so I’m not sure how this improves grading consistency especially when 50% is the lowest score possible as opposed to before when a student could get a 0 for doing nothing. Scoring a 0 is no longer possible.

“Question: Will the new regulation require additional work from educators to regrade revised assignments?”

Answer: No, implementation of the new grading regulations will change the work, not increase the workload. In reality, educators can determine how to best distribute their time. For example, educators can move away from grading everything students produce by providing effective feedback in lieu of a letter grade. Reassessment opportunities can be provided for summative assessments, which occur less often since summative assessments are given when mastery is expected.”

So teachers can just stop grading assignments and devote time to re-testing until a student gets the score they want?

“Priority Areas

- 1. Remove behavior from the grading process.**
- 2. Academic performance relative to the Nevada Academic Content Standards (NVACS) will be the only factor included in student grades.**
- 3. Students will no longer be penalized through the academic grade for late work, participation, responsibility, etc.**
- 4. Behaviors will be reported separately as a successful learner behavior or citizenship grade.”**

I wonder how they are going to motivate students to turn anything in or even show up to class. As noted earlier by the Arizona teacher removing incentives and punishments to meet deliverables like finishing assignments on time, participating in class, and being responsible might not be the best way to prepare children for life after secondary school. I’m showing this to my readers to illustrate how ridiculous the “modern” public education system is. The system is dumbing children down in a big way. If I bought into this system as many do I would start to question what the goal really is.

Memorizing and repeating information within a window of time better than another student isn’t learning but for a system that worships at the testing altar and lives and dies by the letter grade, this looks pretty bad. I want to be clear that I’m not defending how Clark County ran before this reform. I’m just pointing out that it’s worse than before. I’m sure this re-branding campaign will help Clark county school district appear to improve its numbers which will shore up re-election campaigns for politicians, justify salaries, and give parents warm fuzzies but it won’t improve the life prospects for students. Change in the name of equity typically doesn’t produce any more equity.

ORIGINAL STORY – The regular link below will show the edited story but click the archive link to see what the story looked like before the edit. I’ll share some important insights after you read the original story and my comments about it. Please read the original story and my comments before proceeding. This story was edited within days of the original story. It was flagged by a fact-checking website.

Chicago High School to Implement Race-Based Grading System – 5/31/2022

<https://www.breitbart.com/politics/2022/05/31/chicago-high-school-to-implement-race-based-grading-system/>

<https://archive.ph/3rpkM>



“A high school in a Chicago is implementing a race-based grading system “to adjust classroom grading scales to account for skin color or ethnicity of its students.” The move is necessary, advocates say, because “traditional grading practices perpetuate inequities,” a slide used in a presentation said.

Students, depending on their race, will not be held accountable for missing class, misbehaving in school, or for failing to turn in assignments. The West Cook News reported on the development:

Oak Park and River Forest High School (OPRF) administrators will require teachers next school year to adjust their classroom grading scales to account for the skin color or ethnicity of its students. School board members discussed the plan called “Transformative Education Professional Development & Grading” at a meeting on May 26, presented by Assistant Superintendent for Student Learning Laurie Fiorenza. [The plan] calls for what OPRF leaders describe as “competency-based grading, eliminating zeros from the grade book...encouraging and rewarding growth over time.” Teachers are being instructed how to measure student “growth” while keeping the school leaders’ political ideology in mind. “Teachers and administrators at OPRFHS will continue the process necessary to make grading improvements that reflect our core beliefs,” the plan, set to begin in the fall of 2023, says.

The article notes that according to the Illinois State Board of Education, 38 percent of sophomores fail the Scholastic Aptitude Test (SAT). The failure rate was 77 percent for black students, 49 percent for Hispanic students, 27 percent for Asian students, and 25 percent for white students.

Margaret Sullivan, associate director at the Education Advisory Board, which consults colleges and universities, said teachers have to recognize when “personal biases manifest.” “Teachers may unintentionally let non-academic factors—like student behavior or whether a student showed up to virtual class—interfere with their final evaluation of students,” Sullivan said.”

Teachers may unintentionally let non-academic factors like showing up for an online class interfere with their evaluation? If everyone is expected to show up and some don't how exactly is that showing personal bias? Guaranteed that student that says they couldn't participate in an online class has a cellphone that never stops using data and I'm sure since the district spends \$23K per student (I looked it up) they have a school-issued laptop. Will their future employer pay them for skipping work? Should they learn how important it is to show up before they have a mortgage to pay?

“[The plan] calls for what OPRF leaders describe as “competency-based grading, eliminating zeros from the grade book...encouraging and rewarding growth over time.” Teachers are being instructed how to measure student “growth” while keeping the school leaders’ political ideology in mind.”

Eliminating zeros is directly related to academics. Are the school leaders' personal biases interfering with the final evaluation of the students? Absolutely! How does eliminating zeros help anyone of any color? Doesn't this hurt people of color by giving them a false sense of encouragement? Will the world offer these students infinite chances to fail but not count those failures because they are black, Hispanic, or Asian? Do they even want that? This plan is completely racist. Will this plan help the 77% of black students, 49% of Hispanic students, and 27% of Asian students pass the SAT? Hell no!

In addition to hurting students of color, this plan is going to give a false impression that teaching has improved and learning has increased. They will say that their new program has achieved this result which will lead to more of the same and likely higher wages for teachers already clearing nearly \$110,000 in salary. Parents will proclaim the system has helped their children in miraculous ways. I found the following on OPRF's 2021-22 school profile web page:

“FACULTY

Of a total faculty of 279, 93% have earned a master’s degree while 61% have earned 30 or more hours beyond their master’s degree. The typical teacher has been at Oak Park and River Forest High School for 10 years.”

The Student/Teacher ratio is only 18:1 which is not bad for a public school. As noted above this district spends \$23k per student. Even with all of the academic and financial horsepower they still have this many students fail the SAT. Pointing to racism and implicit bias as the problem is so much easier than saying “we suck at our job” or admitting that the century-old compulsory schooling model is broken. It isn’t broken, it is supposed to sort children this way.

This disturbing trend seems to be spreading across the nation's public schools. If you can't win the game, just revise the rules right? What a scam... Why do I homeschool? To keep my children away from THIS! People say we're crazy for homeschooling. How much worse do things in the public education system need to get before enough parents will see the public education trap for what it is? School is being used as a tool of negative social transformation and I don't think most people will like what they see when the transformation is complete. Education can accelerate or slow this crazy train. Please join us by opting your child out of public school.

UPDATE TO PREVIOUS STORY: Chicago High School to Implement ‘Transformative,’ ‘Equitable’ Grading System Which They Claim Doesn’t Mean Race-Based – 6/1/2022
<https://www.breitbart.com/politics/2022/05/31/update-chicago-high-school-to-implement-transformative-equitable-grading-system-which-they-claim-doesnt-mean-race-based/>
<https://archive.ph/I9CfR>



“Editor’s Note: The original version of this article, based on a report by West Cook News, characterized the Oak Park and River Forest High School’s (OPRFHS) new grading system as “race-based.” The school responded to that characterization with the following statement: “As part of the Board of Education’s strategic plan, the OPRFHS Grading and Assessment Committee was formed to examine national research on objective, unbiased practices for determining whether students have mastered academic content. At the Board of Education’s May 26 meeting, the administration’s representative to the OPRFHS Grading and Assessment Committee provided an initial report that included a progress update on the committee’s examination of grading practices.

At no time were any statements made recommending that OPRF implement a race-based grading approach. Prior to implementing grading changes, if any, recommendations will be made to the Board at a public meeting. Again, contrary to the title of the article, the district has not implemented, and has no intention of implementing, any grading and assessment policy based on race.”

That’s a lie! I’ll explain more after this link.

Fact Check: Chicago High School Will NOT Use Race-Based Grading System During 2022-23 School Year – 6/1/2022

<https://leadstories.com/hoax-alert/2022/06/fact-check-chicago-high-school-will-not-use-race-based-grading-system.html>

<https://archive.ph/l7QML>



“Will a suburban Chicago high school use a race-based grading system during the 2022-2023 school year? No, that's not true: According to Oak Park and River Forest High School, such a policy has neither been proposed nor implemented at the school. School officials clarified that the school is conducting research into equitable grading policies and that some teachers have tested such policies in their classrooms. However, none of those policies are related to grading students specifically based on their race, nor have any of the policies been adapted for schoolwide use at the time of writing.”

Quote from the original story as posted by the fact-checking website.

“A high school in Chicago is implementing a race-based grading system 'to adjust classroom grading scales to account for skin color or ethnicity of its students.' The move is necessary, advocates say, because 'traditional grading practices perpetuate inequities,' a slide used in a presentation said. Students, depending on their race, will not be held accountable for missing class, misbehaving in school, or for failing to turn in assignments.”

The original story did not feature a slide that said these words. In that sense the fact checker is correct. That doesn't mean the district isn't trying to implement a race-based grading system.

In the district's response they said:

“At no time were any statements made recommending that OPRF implement a race-based grading approach. Prior to implementing grading changes, if any, recommendations will be made to the Board at a public meeting. Again, contrary to the title of the article, the district has not implemented, and has no intention of implementing, any grading and assessment policy based on race.”

Notice the only claim they refuted was the race-based grading. They didn't deny that they plan to implement a system where students aren't held accountable for missing class, misbehaving, or failing to turn in assignments. In the “Summary of Findings” slide below, you'll see a point about competency-based grading and eliminating zeros from the grade book.



Summary of Findings

- Traditional grading practices perpetuate inequities and intensify the opportunity gap
- Integrating equitable assessment and grading practices into all academic and elective courses requires the collaborative effort of a team of educators committed to improvements that benefit all students
- Many OPRFHS teachers are successfully exploring and implementing more equitable grading practices such as: utilizing aspects of competency-based grading, eliminating zeros from the grade book, and encouraging and rewarding growth over time
- Teachers and administrators at OPRFHS will continue the process necessary to make grading improvements that reflect our core beliefs

(Source: BoardDocs screenshot taken on Wed Jun 1 18:28:10 2022 UTC)

Competency-based grading aims to eliminate counting pretty much everything against a student's grade that isn't a final assessment. Like many government programs "Competency-based grading" might sound good but the reality is it lowers standards. Many public education systems are starting to implement competency-based grading where in-class assignments, behavior, homework, and attendance won't be counted. Sometimes letter grades A-F are thrown out entirely. Why? Because students should only be graded for what they know, not what they do. Also proponents of this system claim students shouldn't be graded on homework. In slide 8 of the "Transformative Education" presentation linked below, you can see a list of texts that a team of teachers read in the 2020/21 school year. The very first book is titled "Grading for Equity by Joe Feldman."

[https://web.archive.org/web/20220531081051/https://go.boarddocs.com/il/oprfhs/Board.nsf/files/CELJGA4D1599/\\$file/Professional%20Development%20and%20Grading%20BOE%20Presentation.pdf](https://web.archive.org/web/20220531081051/https://go.boarddocs.com/il/oprfhs/Board.nsf/files/CELJGA4D1599/$file/Professional%20Development%20and%20Grading%20BOE%20Presentation.pdf)



I did some research about Joe and found an interview featured on the Harvard EdCast where he explained what he is pushing for. I have to assume the OPRF admin and teachers were asked to study this book for good ideas and to gain an understanding of new ways to grade students.

Harvard EdCast: Grading for Equity – 12/11/2019

<https://www.gse.harvard.edu/news/19/12/harvard-edcast-grading-equity>

<https://archive.ph/Wobky>



In the Harvard interview, he said "**homework is often a filter for privilege.**" This means poor kids don't have as many resources as rich kids so grading homework isn't fair. He still thinks homework should be assigned but we just need to explain the benefits to children and they'll do it. He certainly doesn't think the teacher should make it part of a student's grade. But as a homeschooler aren't I against homework or after-school work? Yes I am. Do you go to work

after work? The public school already takes up more time than it should. I'm also opposed to it in our homeschool. Learning happens always but I'm not going to assign structured academic work on top of what we already do. Joe has this all messed up. Joe is making money consulting schools on race-based grading but Joe calls it equity grading. Here is what he says about behavior:

“A second big problem with including behavior in the grade for things like participation, is that often the way that teachers interpret student behaviors are through a culturally specific lens. Like whose norms are the teachers applying when they are grading students on their participation? We have to recognize that students learn in a variety of ways, many of which are not the ways that we learn.”

Now we're beginning to see that culture (race) is most definitely involved in transforming grading practices. OPRFHS isn't altering grading practices to benefit some races... Classroom-appropriate behavior isn't something black and brown kids are familiar with or we should give them a pass because they haven't been taught how to behave. When you see words, like lens, culturally, equity, marginalized populations, and privilege race is what is being discussed. Lack of resources or underserved describes black and brown kids and yet the district claims this isn't about race-grading. Dig a little deeper and you'll see the truth.

Fact check continued:

“There was no mention of race-based grading policies at the school in the summary, and the only mention of grading policies taking place at the school is as follows:

Many OPRFHS teachers are successfully exploring and implementing more equitable grading practices such as utilizing aspects of competency-based grading, eliminating zeros from the grade book, and encouraging and rewarding growth over time

The 10th slide from the presentation, titled "Next Steps," did state that the school plans to "examine grading and reporting practices in academic and elective courses utilizing evidence-backed research and the racial equity analysis tool." Lead Stories searched for the "racial equity analysis tool" and found it among documents on the school's website. The tool is a set of guiding questions that are meant to determine whether policies used by District 200, the district the school is under, are "likely to close the opportunity gap for marginalized populations." None of the questions appear designed to alter grading scales based on students' racial backgrounds. Similar versions of the tool are also used by school districts in other cities, including Boston Public Schools, Portland Public Schools and Seattle Public Schools.”

Where do I even start with something like this? The fact checkers are calling this story false because the district is being careful with their words. The district knows that if it were to call this what it is there would be an outcry for them to stop it. You can paint a zebra black but it was born with stripes.

“The 10th slide from the presentation, titled "Next Steps," did state that the school plans to "examine grading and reporting practices in academic and elective courses utilizing evidence-backed research and the racial equity analysis tool.”

They're using a "racial equity analysis" tool to examine grading and reporting practices but the fact-checkers say the school isn't implementing race-based grading? See what I mean about the school planners being careful with language? Notice they mention this on the very last slide. Fact-checkers either have an agenda or don't dig deeply enough to tell the reader the entire truth. I'm writing about this Chicago story to illustrate how the public school system often tried to mislead parents or color their language so that it looks like their goals are good for children when in reality their ideas are subversive or designed to meet goals set by external groups. It's interesting to note they are justifying the use of a racial equity tool by showing the other districts using it.

"Similar versions of the tool are also used by school districts in other cities, including Boston Public Schools, Portland Public Schools and Seattle Public Schools."

Of course, these cities are known as bastions of common sense... They shouldn't try to justify being racist. Have a look at what the tool says and tell me they aren't setting up race-based grading:

District 200 Racial Equity Analysis Tool

https://web.archive.org/web/20220601162103/https://campussuite-storage.s3.amazonaws.com/prod/1558748/bd01c7ae-765f-11e9-9402-0a56f8be964e/2242778/2d6e097a-8b22-11eb-9f95-0ec8fc0ddee1/file/District%20200%20Racial%20Equity%20Analysis%20Tool_WS.pdf



"Why and when to use?"

The Racial Equity Analysis Tool provides a required set of guiding questions to determine if existing and proposed policies, resource allocations, curricular programming, professional development are likely to close the opportunity gap for marginalized populations in District 200. Leadership, faculty and staff across the district shall utilize this tool to consistently, deliberately, and thoroughly apply an equity lens to the decision making processes in order to remove structural barriers and provide greater access to opportunity for all students. Additionally, the use of this tool positions District 200 to affirm and sustain the multiple racial and cultural identities of our students."

The racial equity tool is going to weaken the minds of all students and harm those it seeks to help. We don't need to dumb things down to help black and brown children succeed. That idea is extremely racist. The California Mathematics Framework (CMF) as written about in a previous section is a document that aims to radically reform K-12 mathematics education in the name of equity. CMF is problematic in many respects, but what troubles educators and scientists most is its proposal to postpone Algebra I to 9th grade and encourage more students to take a less rigorous "data science" pathway for grades 9-12. By homeschooling, we opt out of this problem but I still have to live in a society where this is taking place. This kind of insanity will impact everyone!

Before I leave this topic I'd like to point out that on slide 9 of their presentation OPRFHS mentions this:

FROM THE GRADE BOOK, AND ENCOURAGING AND REWARDING GROWTH OVER TIME

- Teachers and administrators at OPRFHS will continue the process necessary to make grading improvements that reflect our core beliefs

So what are their core beliefs? Let's find out on their "About Us" page.

<https://www.oprfhs.org/about#:~:text=Overview-.Oak%20Park%20and%20River,Elementary%20School%20District%2097.-,We%20offer%20more>
<https://archive.ph/6MGqx>



Oak Park and River Forest are communities that highly value diversity. OPRF is a founding member of the national **Minority Student Achievement Network**, and our school is racially mixed, with about 44% of our 3,400 students identifying as African-American, Hispanic, multiracial, or Asian. We are economically diverse as well, with a significant mix of homeowners and renters. Our villages have also long embraced the LGBTQ community.

We seek faculty and staff who have high expectations for all students, and who value student voice in education. As a school, we are particularly focused on closing opportunity gaps for our students of color.

Vision, Mission, and Strategic Plan

OPRF is ALL about racial justice but they wouldn't dare implement grading policies that would benefit children of color right? They will implement policies that lower all students' achievement because they believe it will help children of color but they won't officially say that yet. Expecting less of children of color will hurt them in the short and long term. Equity programs will never create equality. It's almost like they claim to love diversity but can't accept that humans vary in their degree of intelligence, motivation, natural talent, work ethic, and resourcefulness. You'll notice OPRF is a founding member of the Minority Student Achievement Network. Well that sounds harmless right?

<http://msan.wceruw.org/>
<https://archive.ph/ETMI4>





I took a screen shot so you don't need to click through to the web site. I saw the MSAN Intersectional Social Justice Collaborative for Middle and High School Students and I knew what MSAN is about. This is cultural poison and it's coming to a school near you but they'll make it sound like they want the best for your kids. I wonder how only grading tests and ignoring everything else will turn out. I guess we'll just have to wait and find out. We homeschool to avoid "transformational education policies" like this. Transformational doesn't mean the new form will be better. I'm writing about it so that you can make an informed decision about the best place to educate your children.

Reading Between The Lines - How Compulsory Schooling Has Failed Us – 02/1997

<https://thesunmagazine.org/issues/254/reading-between-the-lines>

<http://archive.today/mqnDu>



“In 1940, the literacy figure for all states (determined by tests other than the army-admission figures) was 96 percent for whites, 80 percent for blacks. For all the disadvantages the latter labored under, still, four out of five were literate. Now, nearly six decades later, the National Adult Literacy Survey and the National Assessment of Educational Progress say 44 percent of blacks can't read at all, nor can 17 percent of whites. Black illiteracy has doubled; white illiteracy has quadrupled. Half of our high-school students can't read sixth-grade lessons or write a three-sentence memo; two-thirds can't read ninth-grade assignments; and three-quarters of those over the age of sixteen can't read high-school texts. Think about this: we are spending four times as much real money on schooling as we did sixty years ago, but sixty years ago virtually everyone, black or white, could read and write.”

“The purpose of modern schooling was clearly announced by influential University of Wisconsin sociologist Edward A. Ross in his 1906 book Social Control. In it Ross wrote, for his prominent academic and industrial audience: “Plans are underway to replace community, family, and church with propaganda, education, and mass media. . . . People are only little plastic lumps of human dough.”

The article shown above tells the story of how the public education system in the US successfully reduced literacy rates in the 1940s through the 70s. It also goes into the purposes of the public education system. The story a few pages back titled “Despite Common Core and

more testing, reading and math scores haven't budged in a decade Erin Richards USA TODAY” shows that we are still snatching defeat from the jaws of victory. There are some very smart people in academia so how come they can't improve the situation? They've had over a century to develop a system that works.

Perhaps the system was designed to fail. If teachers want to keep their job they'll keep teaching how and what they're told to teach. I understand why they don't rise up for the kids and stop the insane focus on testing. I wouldn't want to swim upstream either but then again I would never sign up to work in a public school classroom. Teachers are given an impossible task and are unable to change the system to any great extent. We've decided to homeschool to ensure that our kids aren't stuck between the competing interests that run the system. Speaking of teachers, here is a great article about what teachers are hired to do.

Bitter Lessons / What's Wrong With American Teachers – 12/1993

<https://thesunmagazine.org/issues/216/bitter-lessons>

<https://archive.ph/LjqyE>



“Another factor is the extremely shallow nature of intellectual enterprise in schools: ideas are broken into fragments called subjects, subjects into units, units into sequences, sequences into lessons, lessons into homework, and all these prefabricated pieces make a school teacherproof. The lack of intellectual ambition forced on schoolteachers and students alike produces in them a smallness of personal presence, which is further diminished by a cacophony of ringing bells and announcements and by endless interruptions for testing, counseling, and special events.”

“I assume a natural urge exists in all of us to become complete, an urge frustrated by squandering too much time obeying the urgencies of other people. This is as true for teachers as it is for students. If we were candid, we'd admit that the most prominent characteristic among the millions who teach school is that they are childlike and incomplete. Here's why: the center of any real person can never be the urgency of an official body. Whole people resist being told what to do and so are natural enemies of schooling.

Schools know this. Hence schools socialize teachers to destroy their wholeness. Constant confinement with unhappy children, sterile workplaces, dependence on routines, low-grade intellectual material, bells, lack of privacy, relentless isolation from colleagues, exclusion from policy making — all these stigmas of inferior status quickly wear down teachers, or drive them into administration. By teaching who they are, such people inadvertently do harm.”

International Academic Rankings and where we stand.

The Programme for International Student Assessment (PISA) is a triennial survey of 15-year-old students around the world that assesses the extent to which they have acquired the key knowledge and skills essential for full participation in society. The assessment focuses on the core school subjects of reading, mathematics, and science. Students' proficiency in an innovative domain is also assessed; in 2018, this domain was global competence.

http://www.oecd.org/pisa/publications/PISA2018_CN_USA.pdf



Key features of PISA 2018

The content • The PISA 2018 survey focused on reading, with mathematics, science and global competence as minor areas of assessment. PISA 2018 also included an assessment of young people's financial literacy, which was optional for countries and economies. The United States participated in the assessment of financial literacy, but did not participate in the assessment of global competence. Results are released on 3 December 2019 and in 2020.

The students • Some 600,000 students completed the assessment in 2018, representing about 32 million 15-year-olds in the schools of the 79 participating countries and economies. In the United States, 4,838 students, in 215 schools, completed the assessment, representing 3,559,045 15-year-old students (86% of the total population of 15-year-olds).

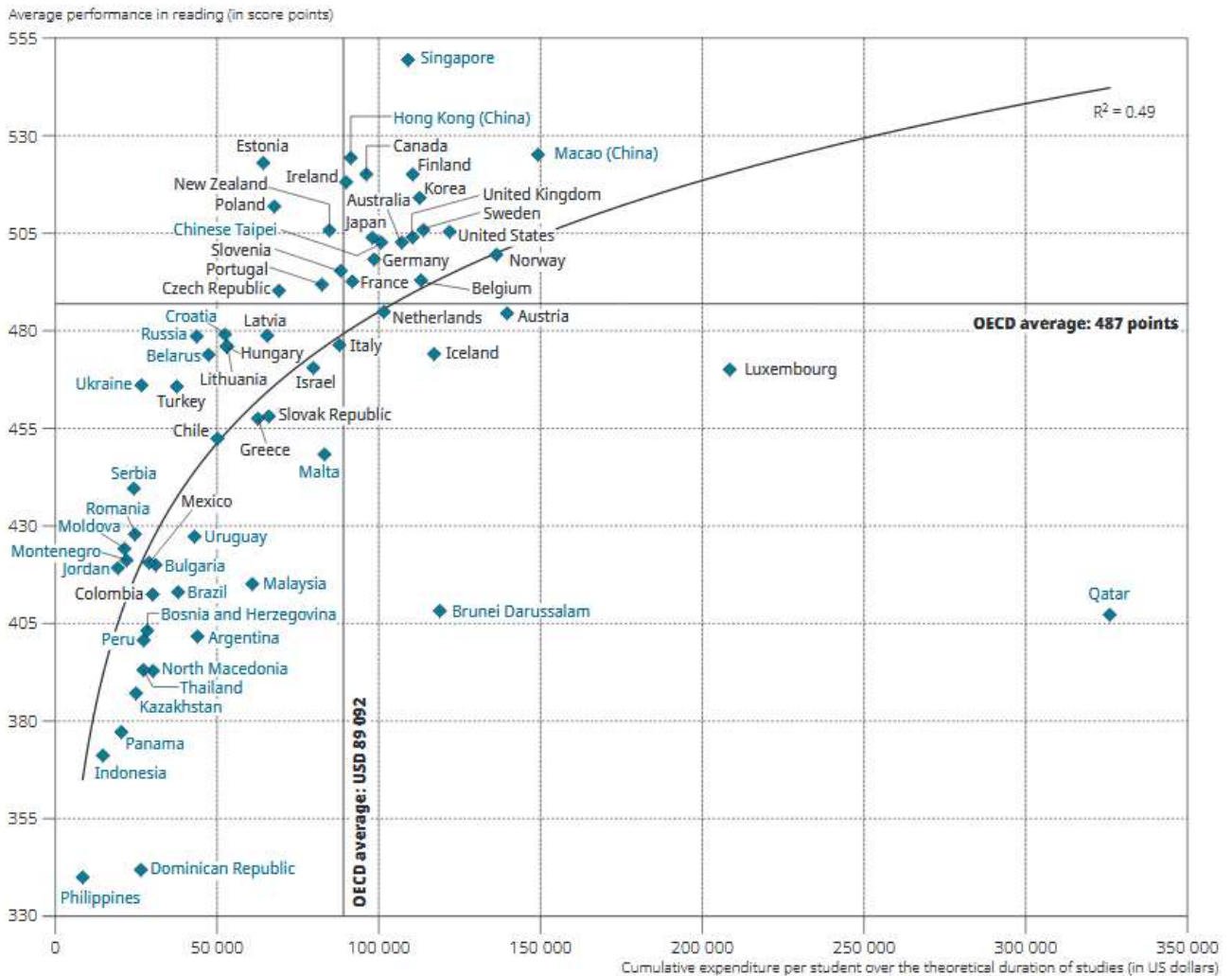
The chart below shows how spending per student impacts reading scores in different countries. The demographics and size of each country limit any perfect comparison but it is interesting to note how many countries are left and above the USA. It suggests that it's possible to increase tested reading proficiency while spending much less. It is about the money, but only to a point. From PISA Insights and interpretations 2018,

<https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>



“The good news is that improving education is not all about the volume of resources. PISA results show that there is a positive relationship between investment in education and average performance – up to a threshold of USD 50,000 in cumulative expenditure per student from age 6 to 15 (Figure 9). However, after that threshold, there is almost no relationship between the amount invested in education and student performance.”

Figure 9 • Reading performance and spending on education



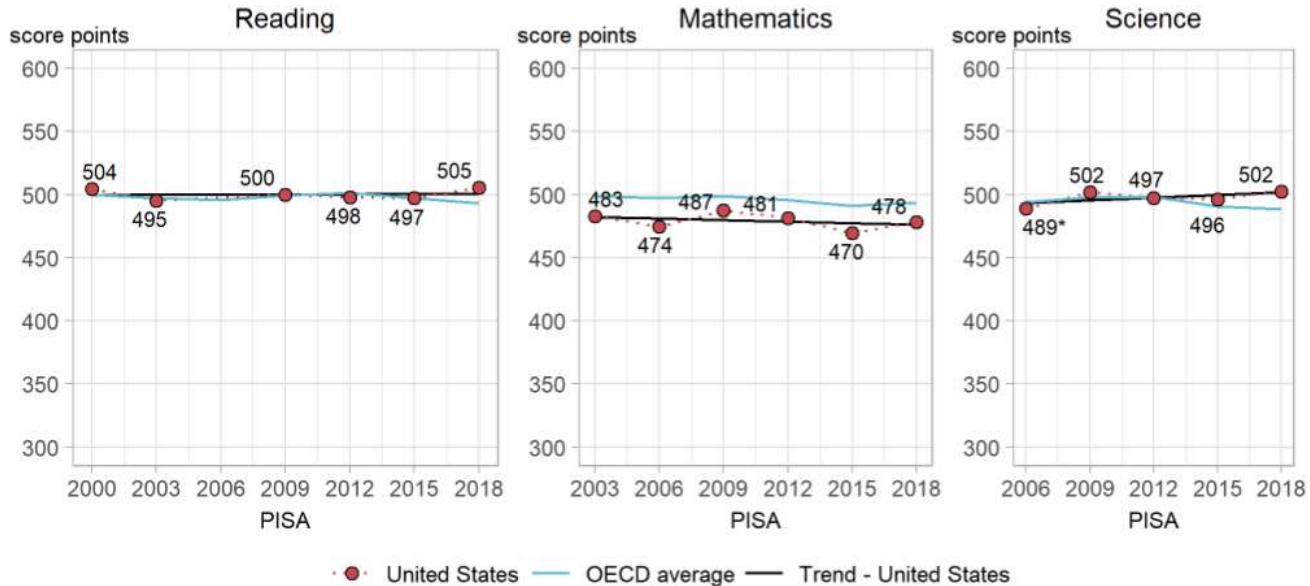
Source: OECD, PISA 2018 Database, Tables I.B.1.4 and Figure, I.4.4.

2018 PISA Test Score Ranking

The mean reading test score for the USA was 505 out of 1,000. We are rank 13th in the world in reading. The standard deviation was 108. The OECD average for reading was 487. The mean mathematics test score for the USA was 478. We are rank 37th in the world in mathematics. The standard deviation was 92. The OECD average for mathematics was 489. The mean science test score for the USA was 502. We are rank 18th in the world in science. The standard deviation was 99. The OECD average for science was 489. If we take the OECD average and compare it to the USA average we are very slightly above average but we spend a lot more than the OECD average per student. The chart below shows performance trends for the USA. You can see how little our scores have changed over the last few decades. It's also worth noting that the OECD school selection process for testing in the USA was slightly different from most other countries. The original schools and students selected by OECD to take the test backed out and more substitutions had to be made than in some other countries. This may have introduced some bias into the selection process but I have no evidence of this.

Performance trends

Figure 2. Trends in performance in reading, mathematics and science



A common theme seems to be emerging when I look at test scores, mediocrity, and complacency. With the amount of money used to keep our system going, I think we should expect more. The data shows it can be done in other countries at a reduced cost. One massive piece of evidence I would cite to show that more money doesn't necessarily equate to an increase in learning is a recent book by Dale Russakoff's book "The Prize". It tells the story of 200 million dollars spent in the Newark, New Jersey school district by wealthy donors. Between the self-interest of politicians, payments to consultants, and teachers' unions all the money was spent in just a few years without any significant results. This book is a great read!

Testing values and attitudes

Letter to James Corbett about the PISA global competence assessment, July 2020

"Hi James, I wanted to inform you about something I've discovered recently. The OECD (The Organisation for Economic Co-operation and Development) was formed in 1948 to administer American and Canadian aid in the framework of the Marshall Plan for the reconstruction of Europe after World War II.[12] It started its operations on 16 April 1948 and originated from the work done by the Committee of European Economic Co-operation in 1947 in preparation for the Marshall Plan. Since 1949, it has been headquartered in the Château de la Muette in Paris, France. After the Marshall Plan ended, the OEEC focused on economic issues. Today OECD (Nearly \$400M+ budget) is the intergovernmental organization that administers the PISA test. PISA measures 15-year-olds' ability to use their reading, mathematics, and science knowledge and skills to meet real-life challenges. The results might be used to compare the educational output of 79 countries. As a former educator, you may already be familiar with the test.

I am writing you to tell you about a relatively new addition to the PISA assessment called the international global competence assessment. The 2018 results will be released in October at the 2020 AFS (American Field Service) global conference. The AFS was formed during WW1 as an ambulance service in France transporting troops. Somehow it turned into some sort of international student exchange organization. The OECD is partnering with AFS to help implement this. The Competence Assessment is described as:

“Twenty-first-century students live in an interconnected, diverse, and rapidly changing world. Emerging economic, digital, cultural, demographic, and environmental forces are shaping young people’s lives around the planet, and increasing their intercultural encounters daily. This complex environment presents an opportunity and a challenge. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences. Developing a global and intercultural outlook is a process – a lifelong process – that education can shape.”

AFS advertises its support of 3 of the 17 United Nations sustainable development goals as shown at the bottom of this page: www.afs.org My concern is with the assessment questions. Here is an example:

To what extent do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I think of myself as a citizen of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I think my behaviour can impact people in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
It is right to boycott companies that are known to provide poor workplace conditions for their employees.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can do something about the problems of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Looking after the global environment is important to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Global mindedness

This test features many questions about climate change and attitudes related to race and gender equality. You can see the rest of the test questions near the bottom of this document: <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>



The challenges of the assessment are summarized in this paper:

<https://files.eric.ed.gov/fulltext/EJ1183972.pdf>



“Clear expectation of socially desirable responses

Another problem related to the test development of PISA 2018 is that the scenarios proposed have clearly suggested socially desirable reactions (according to Western standards) to students through the stereotyped content and response options. While it was clear in these cases which responses would be classified as correct and incorrect, one would have assessed the students’ competence to discover socially desired responses rather than global competence. Keeping this in mind, the construct validity is questionable also. Ideally, this aspect should meet the OECD’s (2016b) criterion of a solid theoretical basis, but given the current description of the construct it is not yet consolidated enough.”

Who decides what a socially desirable reaction is? Perhaps they will score the test according to UN goals. On pages 14 and 15 I found this section interesting:

“In the context of preparing PISA 2018, the theoretical basis of global competence was, at least for the National Project Managers, neither transparent nor replicable when reviewing the assessment framework and draft test units. For quite a long time, it seemed to be enough for the assessment framework to emphasize the relevance of global competence, a point that is undisputed. However, problems emerged at the stage of translating the construct into test units. Presumably, this lack of transparency with regard to the theoretical foundation added to the fact that in 2018 numerous participating countries had reservations about assessing global competence, since they suspected a hidden agenda.”

A hidden agenda? No way... The US opted out of this part of the PISA assessment but I doubt that will continue. Creating and changing attitudes seems to be the goal. To what end, I’m not quite sure but I can imagine a variety of negative outcomes through this assessment. They know the 15-year-old cohort is in general easy to mold. They are planning for the future. I know you are busy but I would love for you to create some videos that are centered on education. I’d love to hear your thoughts on the content of this email. I support you monthly but I don’t see a monthly newsletter. Do you email the newsletter to subscribers? I appreciate what you do. I think you are making a great contribution to this world. You are worth typing in your entire name to see your videos ;) P.S. I think I’m going to start creating content about educational topics like this. I’ll take your advice on creating content. Perhaps I can make a change.

Sincerely,

The author of this paper”

Why education is embracing Facebook-style personality profiling for schoolchildren – 3/29/2018

<https://theconversation.com/why-education-is-embracing-facebook-style-personality-profiling-for-schoolchildren-94125>

<https://archive.ph/CEq95>



“The recent Cambridge Analytica scandal concerned the alleged psychographic profiling of millions of Facebook users without their knowledge. Its controversial actions reflect the wider aspirations of the data analytics industry to see into the hidden depths of people. But this focus on personality measurement is also being reflected in new trends in education. The collection and analysis of more personal information from schoolchildren will be a defining feature of education in coming years. And just as the Facebook debacle raises public concerns about the use of personal data, a new international test of ten and 15-year-olds is to be introduced by the Organisation of Economic Cooperation and Development (OECD) – a powerful influence on national education policies at a global scale. Until recently, most data collected about students came from conventional examinations of knowledge and skills.

International test results such as those of the OECD have become surrogate measures of the future economic potential of nations, prompting a global education race between national education systems. And as countries compete for economic advantage, the collection of more “intimate” data about social and emotional skills to measure personality is likely to prompt policymakers to emphasize programs that improve personality scores. Despite the Cambridge Analytica controversy, personality data looks likely to be used in education to achieve political ambitions.”

“Clearly, education policy, technology and practice is taking a psychological turn towards the assessment and measurement of personality. It reflects a wider political interest in using techniques from the psychological and behavioral sciences alongside data analytics to assess and target people through their personality profiles. Along the way, students’ social and emotional skills and personalities are becoming predictors of national productivity in a global education race. The recent use of personality data for advantage by Facebook and Cambridge Analytica has led to a significant public backlash. In education, however, tests and technologies to measure student personality are passing unchallenged.

The capturing of students’ personality data as a way of predicting economic outcomes should be seen as equally controversial.

It risks reframing public education in terms of personality modification, driven by the political race for future economic advantage, rather than the pursuit of meaningful knowledge and understanding. It treats children as little indicators of future labor markets, and may distract teachers from other curriculum aims. As education consultant Joe Nutt wrote in the Times Educational Supplement last year, “If you make data generation the goal of education then data is what you will get. Not quality teaching.”

Counting Change

There is one indicator of how the public education system is performing that you won't see in any survey or comprehensive educational study. The indicator in question is something you can test for in your community and I highly encourage you to do so. The indicator I'm talking about is the ability or inability of young people to count change at the register. My wife has been testing young people's ability to count change for years. I was with her today when we witnessed another example of a confused change counter. The anecdotal evidence deniers might even try this experiment for themselves since nobody will find out. Today we visited Chick-fil-A for some ice cream and a few other things. The total after-coupon sale price was \$5.03.

To avoid collecting a bunch of loose change my wife handed the young man a twenty-dollar bill and three pennies. The young man fumbled with his change belt a little and tried to hand my wife \$14.97. My wife stopped him knowing exactly what was happening. She corrected this young man explaining that she was due \$15, not \$14.79. The young man answered my wife in an exasperated tone explaining that "it" said \$14.97 and that's the changed he owed her. My wife explained to him that her goal was to receive \$15 change which is why she handed him a twenty and three pennies. Now the situation became a bit of a stand-off. This interaction happened in the middle of the line with the young man standing by our car with Ipad in hand. The device wasn't able to help him resolve this problem. Finally, he ignored his device and was able to comprehend what my wife did. She had to get him to focus on her enough to understand that he input the wrong amount into his device. He entered \$20 cash received which meant my wife was due \$14.97 since the total was \$5.03.

My perception of a typical Chick-fil-A employee is probably similar to yours. They seem to be very polite, attentive, and intelligent. I think they represent part of the student body that might do well on standardized tests. Some employees may even be home-schooled. Of course, my perception is no substitute for actual data but I think most people will relate to what I'm writing. If it can happen at Chick-fil-A where employees act like they care you'll certainly be able to test this at an average fast-food restaurant. I am using this anecdotal evidence to illustrate that something has changed since I worked fast food as a teen.

I wasn't very interested in public school but I certainly had no trouble counting back change. Back in the 90s cash was the most common form of payment at the restaurant I worked for. Today it is unusual to use cash at a fast food restaurant. I'm sure that phenomenon is part of what we're seeing here. For good or bad we are headed toward a cashless future. Cash may be rarer but counting cash is a skill anyone accepting cash should be able to master. My wife has noticed a steady increase in teens' inability to count back change where we live. If school is doing such a great job teaching practical math skills I don't think we would be seeing so many issues.

This experience may indicate another disturbing trend where young people rely too much on technology. Even if reality is staring them in the face they believe the screen over the person sitting in front of them. Public school is responsible for adding more screen time to the lives of young people. I think that is a problem that needs to be addressed. So the next time you decide to eat fast food please bring cash and some change and test this for yourself. Counting back change may not indicate anything to you but I think if one tried it would be easy to spot other practical skills young people are lacking that have major life consequences. See the previous section titled, "What other important skills aren't taught in public school" by Kalen Bruce for more details on what education is lacking in public schools and what you can do about it.

Wasted time is Wasted Potential

Of course, I can't look up a stat for this but this issue strongly relates to class size. There is a lot of wasted time lining up for recess and lunch or getting the class to be quiet, or switch 30 kids to the next activity or moving from class to class or quietly waiting while the rest of the class finishes an assignment, or waiting for the teacher to help you while she works with the slower kids. Other time-wasting events involve bullying and other behavioral problems. Here is an article from a few years back that confirms these problems were on the rise. The data came from a survey of about 10,000 teachers:

<https://www.scholastic.com/teachers/articles/teaching-content/classroom-behavior-problems-increasing-teachers-say/>
<http://archive.today/JTt95>



Here are a few notable sections from the article:

“Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of teachers who have been teaching in the same school for five or more years. The results were reported in Primary Sources: America’s Teachers on the Teaching Profession. The report, recently released by Scholastic and the Bill & Melinda Gates Foundation, shows that the increased level of behavior problems has been seen across grade levels: 68 percent of elementary teachers, 64 percent of middle school teachers, and 53 percent of high school teachers say the same.

The problem affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious instruction time on discipline and behavior management. Over half of teachers wish they could spend fewer school day minutes on discipline. One elementary educator defined the problem this way: “The time it takes to referee fights and solve bullying issues takes away from academic instruction and keeps students from achieving as much as they could.”

This part was fascinating:

“Overall, 64 percent of teachers say that they need more professional development and training to meet the needs of students with behavioral issues, while 72 percent need more tangible school resources. ‘We have no resources available,’ reported one middle school teacher. ‘No school counselors or social workers. A great deal of my time is spent trying to create an environment where students feel safe.’”

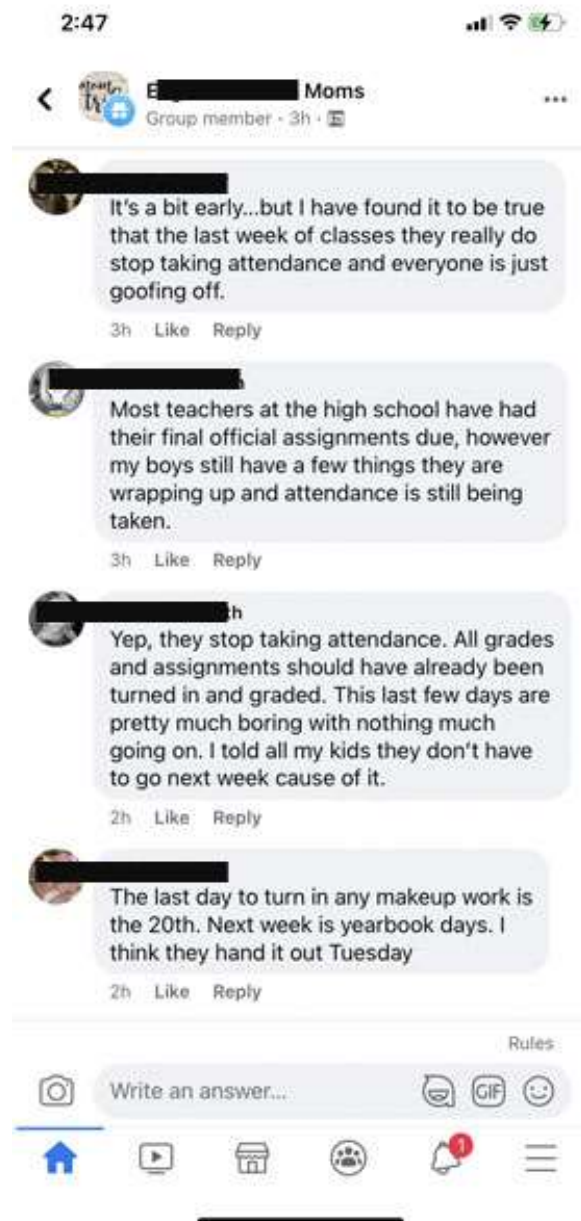
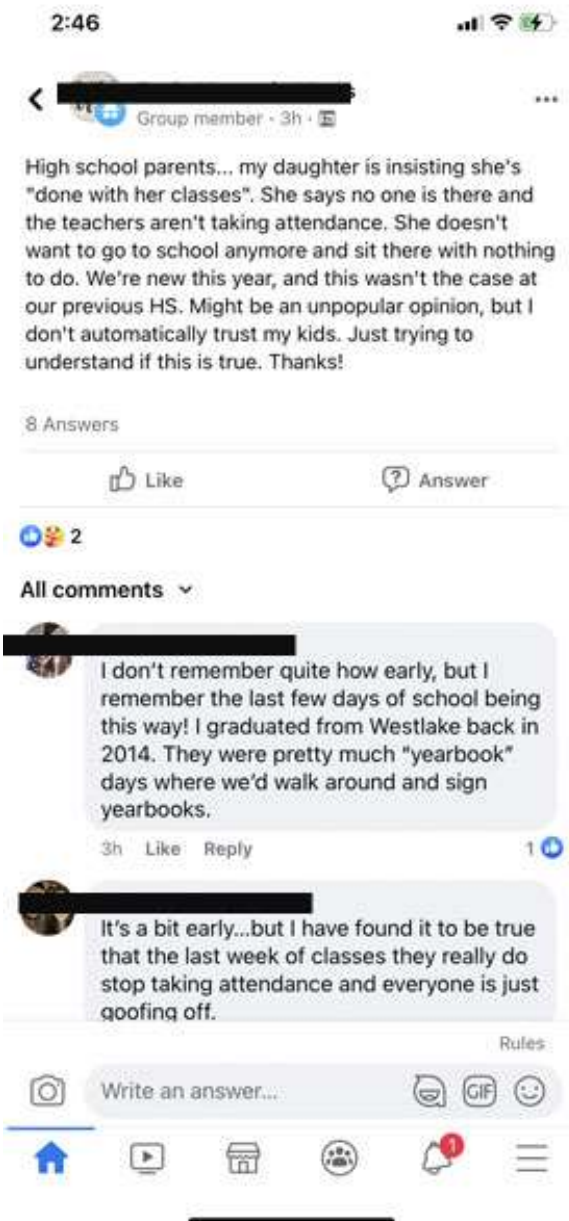
Many parents seem to have a great deal of confidence in the resources of schools and the abilities of teachers because many are certified. The paragraph above paints a more accurate picture of reality. People say we're crazy for homeschooling. I think it's crazy to pretend that children aren't massively impacted by this. The attention of a teacher is a finite resource and many times our kids pay an educational price when we stick to the status quo. It truly is a numbers game. Imagine how well a teacher could serve a class of 5 instead of 25-30 kids.

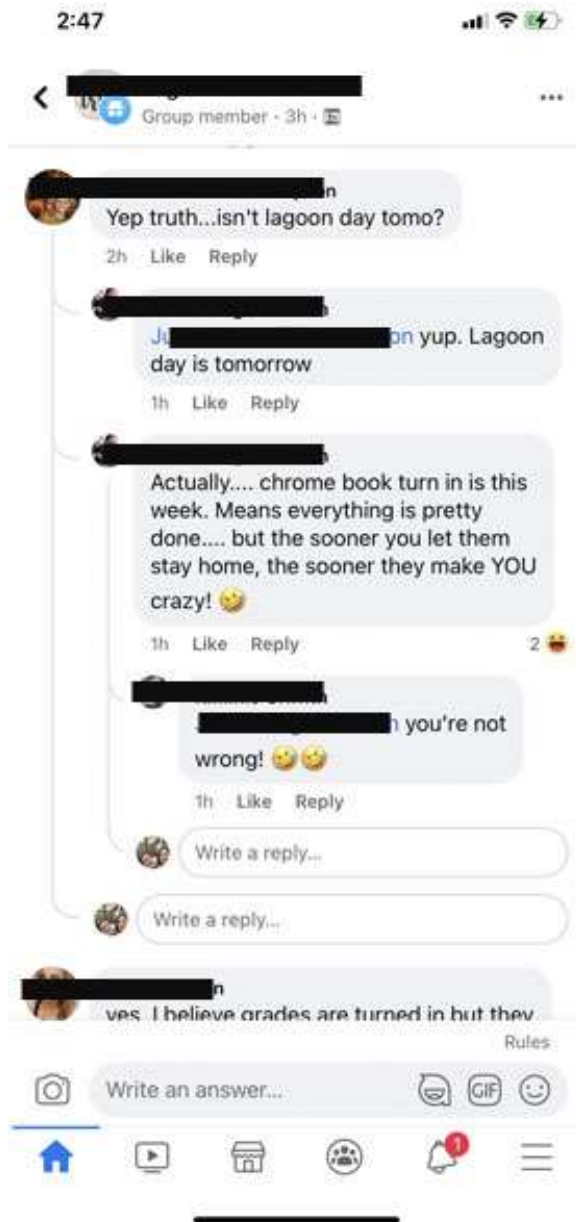
Yes, schools get a massive amount of money and resources, and yet the problem remains. Changing the system is impossible but removing your child from it isn't. No, we aren't perfect. Time gets wasted but there is no way it should take 6-7 hours plus homework time to learn what kids need to learn in a day. I think most private schools have less than 18 kids per class if I remember the stats correctly. There is a reason for that. Often these private schools have the resources for that sort of class size or less. Most public schools can never operate with class sizes that small. We have 5 kids learning here. It defies logic to say that a much smaller class

size isn't a massive advantage in terms of less wasted time. I think less wasted time improves the overall learning environment. If you reduced a 3rd-grade teacher's class size to only 5 kids how much more attention can the teacher give each student in a 30-minute learning block? As illustrated in the survey above many certified teachers feel largely ill-equipped to deal with problems in their classrooms. I don't blame them. There are many amazing teachers but they shouldn't be expected to be miracle workers who can bend time and space to adapt to an impossible situation. My son's teacher said if she only had a few students she could be done in a couple of hours.

Another issue that wastes a significant amount of time is the end-of-year activities and the absolute lack of teaching during the last few weeks of the school year. By law students have to serve a given number of days in school. I believe the number is around 180 days. They just run the clock out. They might as well just chop 15 days off the schedule because there is no learning going on at the end. This is my kid's experience as much as it was mine. Let them do school work or start their summer early. Here is a recent example of what I'm talking about:

Utah Mom's Facebook group Mid-May 2022 (9 days before the "official" end of school.)





Also, notice the “chrome book” comment. Parents often claim they would never homeschool because their child would miss out on proper academic curriculum and certified teachers among other things. The joke about pawning your kids off on public school because one's flesh and blood would drive one insane if they stayed home makes me question the reasons why parents enroll their children in school. On top of that, there is plenty of incentive to get rid of your kids each day to focus on your career and making money. Some parents are honest and admit their kids would drive them crazy so they could never homeschool. Really?

As a father of several children, this meme has always bothered me. How sad! This crazy notion of school being the default place for kids is immortalized in the Christmas song, “It’s beginning to look a lot like Christmas” with the lyrics “And Mom and Dad can hardly wait for school to start again.” This idea is engrained in our culture but it is right and natural? I know how stressful parenting can be but I don’t need to keep my kids away from me 180 days x 7 hours every school year. I enjoy the company of my children. My children have interests to occupy many hours and friends to visit. I don’t feel compelled to be their entertainer and have no problem asking them to find something to do if they’re bored. And no that doesn’t typically mean they

stare at a device. Childhood is short and the reason I've operated a business from home for 18 years is so I could be part of my children's lives. I want to be part of their childhood firsts.

By law, children must go to school 180 days per year. They absolutely must make up snow days as well. And yet the system that is given funds for each school day blows off the last two weeks of school. Let's just call it 10 days of non-school school. Multiply that by 13 years and you get 130 days which is 50 days shy of a legal school year! Why not just remove an entire grade from K-12? Don't claim what a rigorous academic institution public school is when this is happening. Of course, homeschooling doesn't require 180 days of school. But if homeschoolers claimed it needed to take 180 days and then we didn't meet our own standard I would call that out as well.

On top of the wasted time children could be using to live and act in the world outside of school the school treats the end of school as a reward. See my story in this paper about a local boy who isn't allowed to attend the last 3 days of school due to multiple tardies, search (Tardy in Utah middle school). It is a reward if removing it is a punishment. These last few weeks are the time for wandering the halls signing yearbooks, class parties, and school carnivals. These pleasant memories will act as a mind-eraser of sorts for many kids.

It's a bit like wining and dining a client to win the big deal or keep it despite difficulties. Children will look back on this place (school) with a fondness they don't really understand. A month before school starts again when their parents are climbing the walls and counting the days until they can get rid of their kids for 7 hours per day without any judgment from other parents the children will remember school as a better place than home. What did families ever do before public education? The system uses the beginning of school in a similar way with fun first-day themes. Perhaps the teachers and staff dress as Disney characters or pirates on the first day of school. Look how fun school is! After 2-3 weeks all that wears off and it's back to the grind. Lather, rinse, and repeat... The system uses SCHOOL SPIRIT as a marketing ploy of distraction and to bestow a false sense of importance on and reverence for a system that doesn't deserve it. Look how I'm using words like spirit and reverence. As I write those words it sounds as if I'm writing about a religious topic. Perhaps I am.

BUSY WORK



Fricken' Packets - 3/26/2018

<https://www.cultofpedagogy.com/busysheets/>

<https://archive.ph/Z7Awf>



Embedded video of “Jeff Bliss, a student from Duncanville owns his teacher”

<https://www.youtube.com/watch?v=k3h5jcl-MFI>



“Disruptive behavior aside, the content of Bliss’s outburst tells me that his teacher’s primary mode of instruction is through packets. This was what got me. This is what made me watch this video six, seven, eight times over. Because I just believe him. I believe him because I’ve seen it. I’ve seen classrooms where teachers deliver instruction overwhelmingly through worksheets, or packets of worksheets. I have seen my own kids’ schoolwork come home, and I have asked friends, other parents with school-age kids, and colleagues who consult in lots of schools, and nearly all of them tell me that a lot of our students’ instructional time is being spent hunched over some kind of worksheet. That’s a problem.”

“So what’s wrong with teaching this way? It’s disconnected from anything meaningful. Busysheets isolate skills so much that students have trouble connecting them to real life. When a student sees little value in an activity, he is not truly engaged.”

I highly encourage you to read the entire Fricken' Packets post to understand what is going on in most K-12 classrooms. Read the authors bio here: <https://www.cultofpedagogy.com/who-we-are/>



Jennifer Gonzalez is the type of pedagogical disruptor the system needs. We need thousands of Jennifers in the public school system. Her teaching philosophy was clearly much too large to fit within the rigid confines of that system. She wrote, “The teachers’ lounge was never a safe place for me emotionally or intellectually, and finding others to share my real thoughts and feelings with took a lot of work. I learned to stifle the urge to gush about some new strategy I was planning to try or to open up about a struggle I was having with my students. I came to expect that my genuine questions would be met with sarcasm.” How sad! If the system makes Jennifers feel this way it will never change. In her “Fricken' Packets” post she mentioned teachers being confined by systematic limitations several times. Teachers are expected to do the impossible even when they have the best intentions.

Here is one of the soul-killing requirements teachers must work around in many schools:

“4. Grade-level Alignment

In some schools, teachers are required to teach the same thing as their grade-level counterparts, on the same day, and document the whole process in detailed, standards-aligned lesson plans. When I talk to teachers about why they’re burned out, it’s policies like these that they often cite as completely draining them. This type of requirement also

causes many of them to resort to teaching entirely with packets: Find a workbook that says it's standards-aligned, then everyone use the same set of pages every week. Done. This makes for incredibly dry, uninspired learning, and unfortunately, I don't have a good solution for it. My best advice is to share this post with your administrator so they can see the impact that this type of policy is having. I would also urge you to question the integrity of the standards label: Is the packet really getting kids to do what the standard says, or is it a "lighter" version of that?"

Another situation teachers are just forced to deal with it to survive. See the section in this paper about class size for more on this.

"6. Crowd Control

In overcrowded classrooms it seems impossible to do anything hands-on, any kind of group work, anything interactive. Worksheets keep everyone in their seat and under control. This, again, is more of a systemic issue that could only truly be solved at the policy level."

Because a teacher is out doesn't mean we revert to garbage packets. I like her idea about involving students in teaching, (just make sure they get a paycheck and keep up on their union dues;)

"5. Sub Work

When we have substitute teachers, sometimes packets seem to be the only option. This is another tricky one. If you really have no other option, at least do everything you can to make sure the worksheets lean more toward the "powersheet" end of the continuum. Another option that can work if you know you're going to be out ahead of time is to train a few students to lead the class in an actual lesson, then let the sub know that the plan is to let these students teach."

One of the commenters on this post wrote:

"I get tired just thinking about keeping up with changes in education. Not because keeping up is tiring, but all the other "non-negotiables" at school suck up so much time: IEP and parent meetings, paperwork, entering grades in edline, parent phone calls, proctoring exams, writing referrals.... none of it actually 'teaching' or time with Ss."

Speaking of packets and worksheets Jennifer writes:

"It requires lots and lots of sitting still."

The more teachers use busy sheets, the more students will sit and sit and sit. Yes, there may be teachers who use a lot of busy sheets but have great alternative seating options in their classrooms, but my guess is that in most of the classrooms where busy sheets are abundant, students are sitting at desks. This is far from ideal. In 2014, teacher Alexis Wiggins spent two days shadowing her students and was shocked to discover just how much time they spent sitting, and how exhausting that was. And we hear all the time about the studies that are confirming how dangerous it can be to sit for extended periods. So planning for extended periods of sitting, all day long, just isn't good for our kids." Please see more of my comments about physical activity in my section on the topic. This is another testimony of what I wrote. I think it's great that Jennifer is trying to help teachers in the public school system but her post illustrates many of the glaring systematic problems at the same time. And if you check out the comments section you'll find some curious animosity from other teachers who seem very thin-skinned and not open to receiving advice. One teacher criticized her as being out of touch since she's been out of teaching school for a decade even though in 2008, she was hired by a local

university to teach pre-service teachers and she is constantly in touch with active teachers through her website/podcast. It sounds like that commenter relies heavily on packets;) Here is the comment in question:

“I give it to you....busywork sheets are terrible. BUT, I also am curious....when is the last time you were in the classroom? How many students did you teach in each period? When you are teaching 5-6 classes a day with close to 50 students per class period, it isn't just “Crowd Control.” It is sometimes the ONLY way you can get one-on-one time with some of the neediest students without spending hours (that you already spend) on planning. Please advise, realistically.”

What a damning and hopeless admission from an educator...

Here is another blog post by a teacher about packet “teaching”:

<https://www.diaryofapublicschoolteacher.com/2016/06/if-you-give-child-packet.html?m=1>
<https://archive.ph/glwKc>



“Packets of math create students who are either bored out of their mind, work through, numb, or those who struggle to the point of tears.”

“Homework packets. Uggh! Homework given out on Monday, collected on Friday. I can't even begin to wrap my brain around this one. The "bright" kids are finished on Monday evening, the struggling students miss Recess so they can finish something they couldn't do in an entire week. So many things wrong here.”

Missing recess huh? Have the teachers perpetrating this madness considered that missing recess might put a disadvantaged student at a greater disadvantage? Then they wonder why little Billy is acting out. Our son was held in from recess to give time for extra reading instruction. Only pedagogical robot monsters act this way. I have several neighbors who finished high school using only packets because they had issues coping with the school environment. I won't go as far as to say their high school diplomas mean nothing but crawling over the minimum K-12 finish line won't be recorded on their diploma. An employer using a high school diploma as proof of anything is off their rocker.

We tried sending them back to public school in 2016 – 6/3/2022

The following is an email interaction between myself and our local middle school administrator about a ceramic teacher over stepping his authority. This is not the only issue our children had going back to public school but it's a good example of how time is wasted in that environment. I never heard anything back from the administration after this interaction. I really wanted to see how the school handled this without pushing too hard. Even if the teacher was correct in forcing 50+ students to waste time this story illustrates how teaching large classes is full of inherent compromises. Homeschool class management isn't nearly as difficult as managing 30 children or teenagers.

“On Apr 12, 2016, 4:06 PM, Me wrote:

Hello Mr. Admin, I’m sending an email instead of calling your office so that you can answer this as time permits. My son L reported a troubling issue that happened during his 3rd period ceramics class. Apparently Mr. Teacher was upset about a student tossing something a few chairs away from where my son was sitting. From the story I’m hearing my son was not involved in the issue directly but he is reporting that he was held after class for over 20 minutes and lectured about not talking over the teacher and not throwing things. Apparently it was a stand off until the responsible person confessed. The incoming class stood at the back of the class and my son’s class was prevented from going to the next class.

I hesitate to contact the teacher because I don’t want my son to be singled out or treated differently the rest of the year. I’ve never met Mr. Teacher but my son is new to the school so I’d like the remainder of the year to go smoothly for him. From the information I have I don’t think the teacher’s actions were appropriate. In my opinion the problem students should have been dealt with independent of the rest of the class. It sounds like the incoming class was shorted on instruction time in ceramics and my son had less instruction time in his next class. I understand teachers need to maintain an orderly classroom but punishing the entire class in this way sounds like the wrong approach. Can you tell me what the policy at Middle School in this type of situation? I believe an instructors job is to teach, not to punish. When my son does something wrong I hope he is corrected while at school but this concerns me.

I’m sure this isn’t the first time a parent has contacted you about a teacher issue. I’m sure some of the time the parent is reacting based on inaccurate information. I believe my son and I would guess other parents have or will express concerns about this issue. I think it needs to be brought to the teachers attention that this is not an appropriate way to deal with the issue but that may or may not coincide with the policy at Middle School. Thank you for taking the time to read this.”

**“From: School Admin
Sent: Tuesday, April 12, 2016 8:17 PM
To: ME
Subject: Re: Advice about teacher issue at school today**

**“Hi Me,
Thank you for bringing this concern to my attention. I too share some of the same concerns that you expressed in your email. We don't have any official policy however as a general rule we wouldn't hold an entire class from going to their next class. Thank you for bringing it to my attention I will address this with the teacher and I will not bring your son's name up at all.
Thank you,**

School Admin”

**From: ME
“Thank you for the clarification Kevin. I appreciate your thoughtful response and your willingness to contact Mr. teacher.**

Take care,“

Class Size – There’s Danger in Numbers

This is one of the areas where it seems rather obvious why homeschooling could be much better than public school. Studies show smaller classroom sizes increase student achievement and improve engaged learning, critical thinking, and education equity. According to the Center for Public Education, smaller classrooms boost student academic achievement. For students to benefit, a class should be no more than 18 students per teacher. Smaller classes allow teachers to have more one-on-one time and give extra attention to students who need it. No amount of teacher education or special training can offset the huge disadvantage of a large class.

I often hear about teachers being certified to teach but this doesn’t make them miracle workers. I spent a lot of time in class rooms over 13 years so I’ve seen first-hand that class size has a huge impact on learning. A few struggling kids can make it impossible for the teacher to reach everyone effectively. This is not a slam on teachers. They are trying to do the impossible. The median class size for elementary schools in Utah is 24 students and 29 students for secondary schools Oct.2017).

<https://www.schools.utah.gov/file/6cfc19a7-3969-4396-ad20-712a82cebd47>

<https://web.archive.org/web/20190209025251/https://www.schools.utah.gov/file/6cfc19a7-3969-4396-ad20-712a82cebd47>



I know some of our kid’s classes were larger than this and I saw what an impact a few more kids had on the rest of the class. Many times teachers ask kids who are ahead to help teach those who are behind. While it’s nice of these kids to help it isn’t their job. I think those kids should be able to advance at their natural pace. We have 5 kids and sometimes 2 teachers in our home. We may not have the training of a certified teacher but with access to as much free information and curriculum as the internet offers plus our online private school curriculum which we pay for, I think it’s possible to teach our children effectively. Speaking of certified teachers as of the 2017-18 school year the Alpine School District reports having nearly 10% of its teachers enrolled in the ARL program. Read more about the non-certified teachers working in our district by visiting the link below. They are hiring people who know the subject matter but don’t have formal teacher training.

<https://www.heraldextra.com/news/2018/sep/09/teacher-shortage-spurs-nontraditional-hires-in-utah-county/>

<http://archive.today/kXVct>



“Utah’s ARL program, short for Alternative Routes to Licensure, allows individuals without an education background, especially those with a bachelor’s degree in another field, to train on the job and teach while pursuing a teaching license. Kevin Cox, human resources administrator for Alpine School District, said the district only hires ARLs out of necessity. “I would say if we had the choice, we would probably not want to hire any ARLs, but the reality of the situation is they do fill some gaps that are very helpful for us,” Cox said. “But we would rather go with traditionally trained teachers if we can.”

Hiring ARLs in Alpine School District mostly comes down to subject area, as positions to teach subjects like computer coding and auto mechanics tend to get few or sometimes no applicants. “We find someone with the expertise that’s interested in doing it and we

hire them on an ARL, so that we can provide the class for the students," he said. "It's more a shortage of highly specialized kinds of subjects for the most part." One of the positive arguments I hear on behalf of the public school system is the vast amount of resources the system has to offer my children. With their vast resources they increasingly find it difficult to staff specialized classes. Some of these classes are likely the most interesting for students.

These subjects for Provo City School District include special education and mathematics, according to deputy superintendent Jason Cox. I would say we probably have hired more ARLs in those two areas than we would in any other capacity, and it's because we've had people come forward showing interest and not enough candidates coming out of the university who are prepared," Jason Cox said. "Across the country, we're seeing not enough students in the college level enter into certain areas of emphasis, and this is one of them."

They would prefer hiring traditionally trained teachers but they can't find and or retain them even with the massive resources at their disposal. I would guess they get some training as they go on how to "handle" a classroom but that isn't a skill they have to start. For some reason, Utah has a teacher shortage. I would guess there are many reasons for this but to say none of those reasons impact children isn't believable. I don't want my kids in a classroom where the teacher hates coming to work or doesn't think they are being compensated enough to deal with the job. I can't say I blame them for looking at teacher pay and what they have to deal with.

Teachers are walking away from their careers in Alabama because of unruly students
by Darwin Singleton, WPMI Staff Wednesday, February 12th, 2020

https://kutv.com/news/nation-world/teachers-are-walking-away-from-their-careers-in-alabama-because-of-unruly-students?fbclid=IwAR3uT_hxDptdJaHZ2JiEEYOO9I3Z09f0Q8FfqZmz-h5Yv09YMXkQvDjvpro
<http://archive.today/TdviD>



Mobile, Ala. (WPMI) – It can be tough to be a teacher.

According to a study released last year by the Economic Policy Institute nearly 14% of America's teachers are either leaving their school or leaving teaching altogether, and school systems are having a hard time replacing them. Often, it's because of the pay, but a growing lack of respect for the profession is also to blame. WPMI spoke with one Alabama teacher who called it quits after just two months on the job. Two months. That's how long this former Mobile County public school teacher lasted in the classroom and he says his departure had everything to do with a lack of student discipline and support. "At this point, I wouldn't want to teach, knowing what I know now," he said. "It tainted you on teaching?" the reporter asked. "Completely," he said. He's asked that we conceal his real identity because students are still trying to contact him through social media. But he doesn't respond.

After four years of college and thousands in student loans, this former middle school science teacher called it quits. He began having his doubts, he said, from the very first day. He was told he'd teach about 24 students per class. The reality was between 32 and 36. And some of those students made it impossible for him to teach and for others to learn. "Having students playing video games on their phone, just getting up, walking

around, yelling at each other as if they were just hanging out at the house instead of at a school where they were there to learn," he said. He says when he'd try to reason with the troublemakers, he was ignored. And when he asked for help from the school's administration, he seldom, if ever, got it. "Write 'em up. Write 'em up was just kind of the thing. Write them up, and if they get so many write-ups, then we'll deal with it then.

No specific number, just write them up and at some point, we'll try to address the behavior that way. Then it was call parents. Write them up, and call parents," he said. This teacher is not alone in bailing from the profession because of behavior related issues in the classroom. It's taking a toll on teacher retention. Like many states, Alabama is dealing with a teacher shortage and has been for several years. The problem is so bad that last year the state Department of Education created a task force to study the problem, producing an eight-page report recommending solutions.

Those recommendations include better incentives, like more money, loan forgiveness, streamlining the process of certifying new teachers. But nowhere in that report was the problem of student behavior addressed. And teaching teachers about dealing with behavior issues doesn't appear to be a high priority item. We asked the University of South Alabama, a prime source of teachers in Mobile County, if we could see a class focused on dealing with student behavior. We were told there isn't one. "A lot of them just get up and quit, or a lot of them don't come to us. They just come to us afterwards and say, well, I just resigned," said Abigail Davis, a representative of the Alabama Education Association who assists teachers in Mobile.

She recognizes that behavioral problems don't start at school. They're often brought from home. "That is part of the mental state of the child coming into the classroom," Davis said. "So if they're not addressed for those behaviors at home, why would they think it's any different coming into the classroom?" So, what is the Mobile County school system doing to help struggling teachers? A spokesperson tells us there are several options. The teacher can talk to their school supervisor and human resources administrator. They can tap into the system's employee assistance program for help with stress management.

And the system encourages teachers to consult their classroom mentor, an experienced teacher that is paired with new educators to help them work through problems they've already faced, That was something this former teacher says he did on several occasions but found his mentor to be of little help. But what he saw during his two-month stint at that Mobile County middle school isn't easy to forget. "It came out a student had brought a gun to school and had taken pictures of himself and other students in a bathroom mirror," he said. "That student had already been removed from the school for other things, but it still kind of made me wonder, you know, if having marijuana on campus and bringing guns is just kind of a thing that just happens, at what point is it going to just escalate from that?"

The Mobile County Public School System also offers its teachers a program called "Capturing Kids' Hearts." It's designed to create an atmosphere and environment for learning that the student might not experience at home.

Why education is about to reach a crisis of epic proportions - 1/4/2022

<https://www.forbes.com/sites/markcperna/2022/01/04/why-education-is-about-to-reach-a-crisis-of-epic-proportions/?sh=57ac9d7678c7>

<http://archive.today/2bFr8>



“We’re at a major tipping point in education. According to a recent survey, 48% of teachers admitted that they had considered quitting within the last 30 days. Of that number, 34% said they were thinking about leaving the profession entirely.

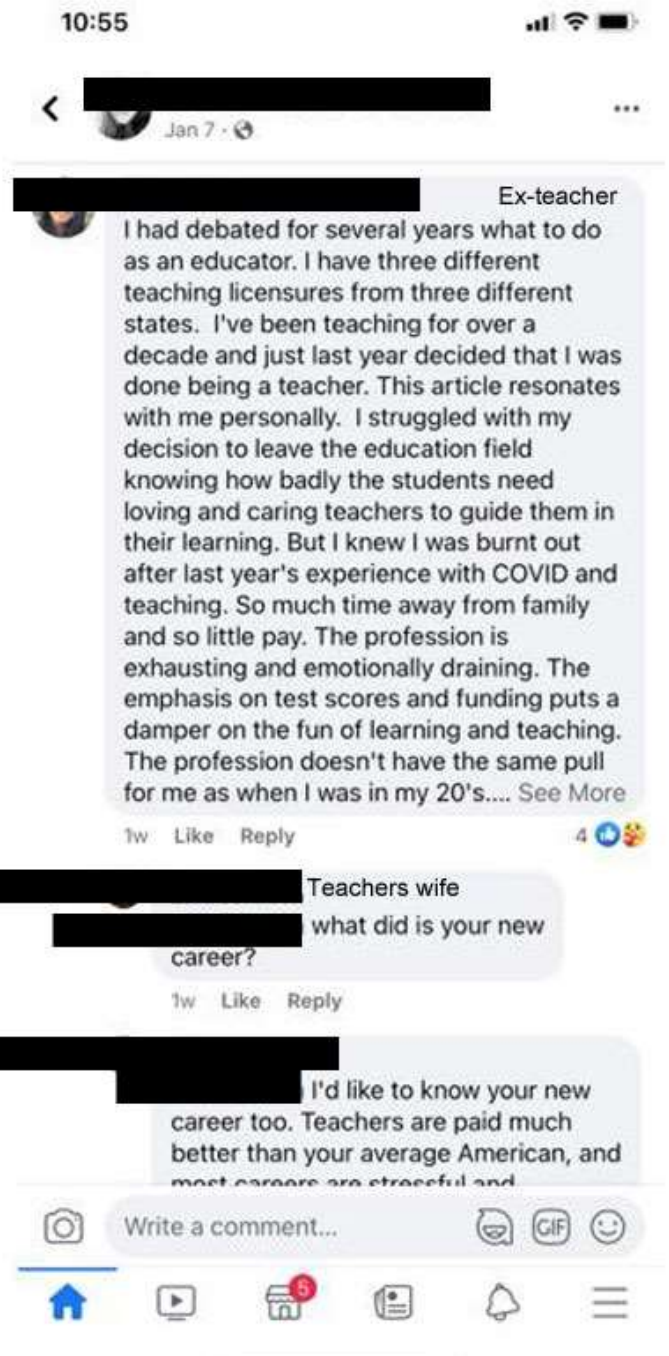
Understaffing has plagued schools for years, but it’s now reaching epic proportions. At a conference last month, I sat around the table with four superintendents from various parts of the country and asked them, “What percent of teachers quitting would create a cataclysmic drop in your organization’s ability to educate young people?” The answers were all shockingly low—with one superintendent answering, “One. One teacher quitting would hurt us in a big way.”

The story linked above was posted on Facebook by a local educator. I was able to save the conversation to illustrate a few things about the public education system from people who are currently or have recently worked in the public ed system. Their conversation is a testimony to some of the major structural problems that exist within the system. If teachers and admin are suffering so are the children. Here are a few things I learned from the conversation:

1. Teachers care about children.
2. Teachers don’t feel appreciated enough by admin or parents. Low motivation will result in low performance in any endeavor.
3. Teachers don’t feel empowered to make changes to the system.
4. Teachers don’t have time and or energy for continuing education.
5. Teachers and a principal see excessive testing and data collection as a hindrance to teaching rather than a help. One teacher commented on how play needs to be integrated into the curriculum. “When the burdens of high stakes testing and benchmarks are stressed, we go about educating ineffectively.”
6. One teacher commented, “I hope the creeps making crappy decisions will one day realize this.” Who are the creeps and if they’re creeps why would they ever care that their decisions hurt children? Do we have creeps making decisions and well-intentioned educators having to do what creeps order? This same teacher also joked about being a rule follower when another poster mentioned standing up for kids. Parents, teachers, and admin need to push back hard for children or this problem will only get worse. We opted out years ago for this reason. “They (students) need teachers to adapt to them, not the other way around. And teachers need district and state officials to loosen their hands to give them the freedom and trust to do this.” They’re waiting for permission to do their job. This also shows the problem is at the local level, not just federal.
7. Covid made problems easier to see but the problem existed before Covid. To assume when Covid is over things will go back to normal and everything will be fine is hopium.
8. Teachers and children are not being served as well as they could be.
9. From an elementary principal – “I worry about this era of numbers, data obsession, and never-ending programs and changes.” I believe the constant changes should be a red flag to everyone. The constant re-branding and adding/changing should be a hint of the scam that is going on. School is a business and there are competing interests going on in the background. I

think it's interesting he refers to "data obsession". Will they sacrifice education for the perception of education? Until parents get wise to the scams the answer is yes.

If you went to a doctor for help and someone above the doctor prevented the doctor from doing the job would you stand for that? You can sue a doctor for malpractice but the law prevents you from suing bad teachers or the creeps above them. Parents shouldn't expose their children to the dysfunction of the system in my opinion.



< [Redacted] Jan 7 · 🌐 [Redacted] Jan 7 · 🌐 ...

[Redacted] I'd like to know your new career too. Teachers are paid much better than your average American, and most careers are stressful and overwhelming too. So if that's poor pay compared to something new that doesn't require experience and less stressful, then I might be interested in a career change myself.

1w Like Reply

Write a reply...

[Redacted] Teachers aid I'm trying to hurry and get my teaching degree and license but I'm worried it's going to be so crazy when I enter the field.

1w Like Reply

1 🌟

[Redacted] Elementary teacher it's not a career for the weary that's for sure. I hope the craziness goes away, but it will take a lot.

1w Like Reply

1 🌟

Write a reply...

[Redacted] Leaving teaching has taken so much stress

Write a comment... 🗨️ 🎬 😊

[Redacted] Leaving teaching has taken so much stress away from me, and this was before the pandemic even happened. When I start going back to work I will not be going back to teaching, the thought of that gives me anxiety. So happy to be done, just miss those sweet students!

1w Like Reply

1 😊

[Redacted] Teachers aid Then there is this on top of it all. Such crazy times we live in. <https://youtu.be/pa82fVKjjh4>



1,700 Miami Teachers Call in Sick on 1 Day youtube.com

1w Like Reply

2 😊

[Redacted] Elementary teacher I believe it! We had a shortage of 7 subs the other day, and that didn't count the subs already in the building.

1w Like Reply

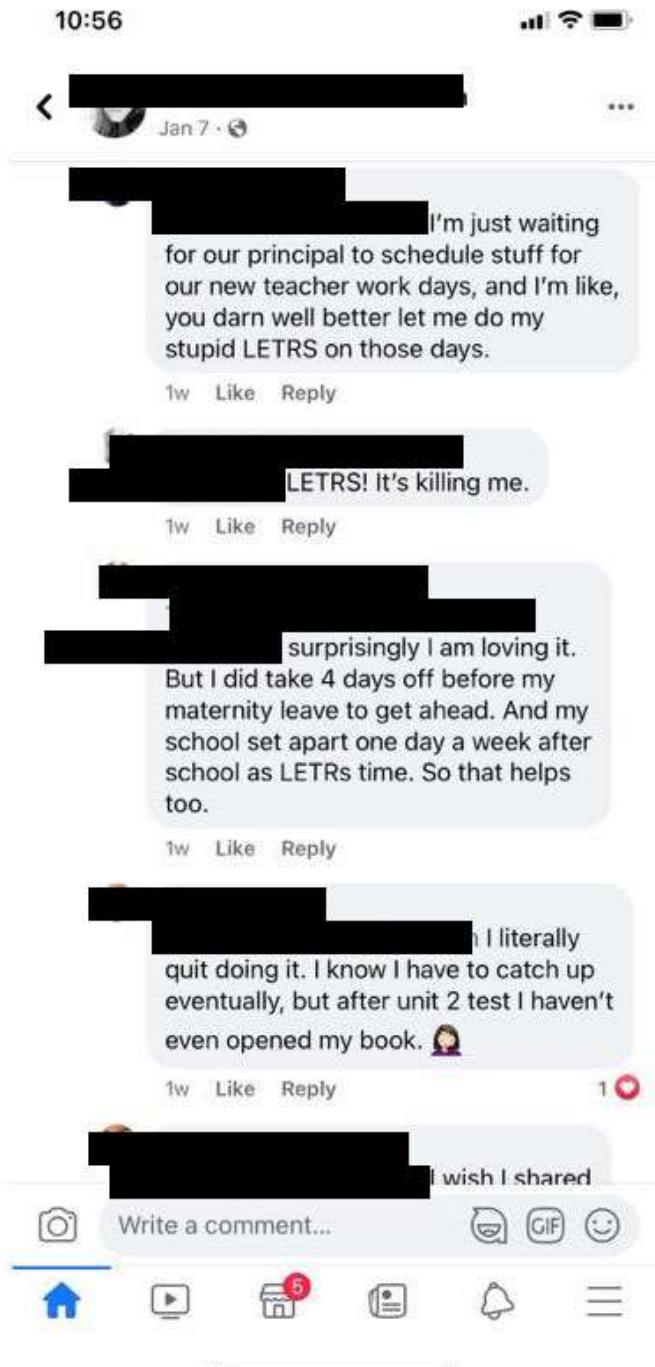
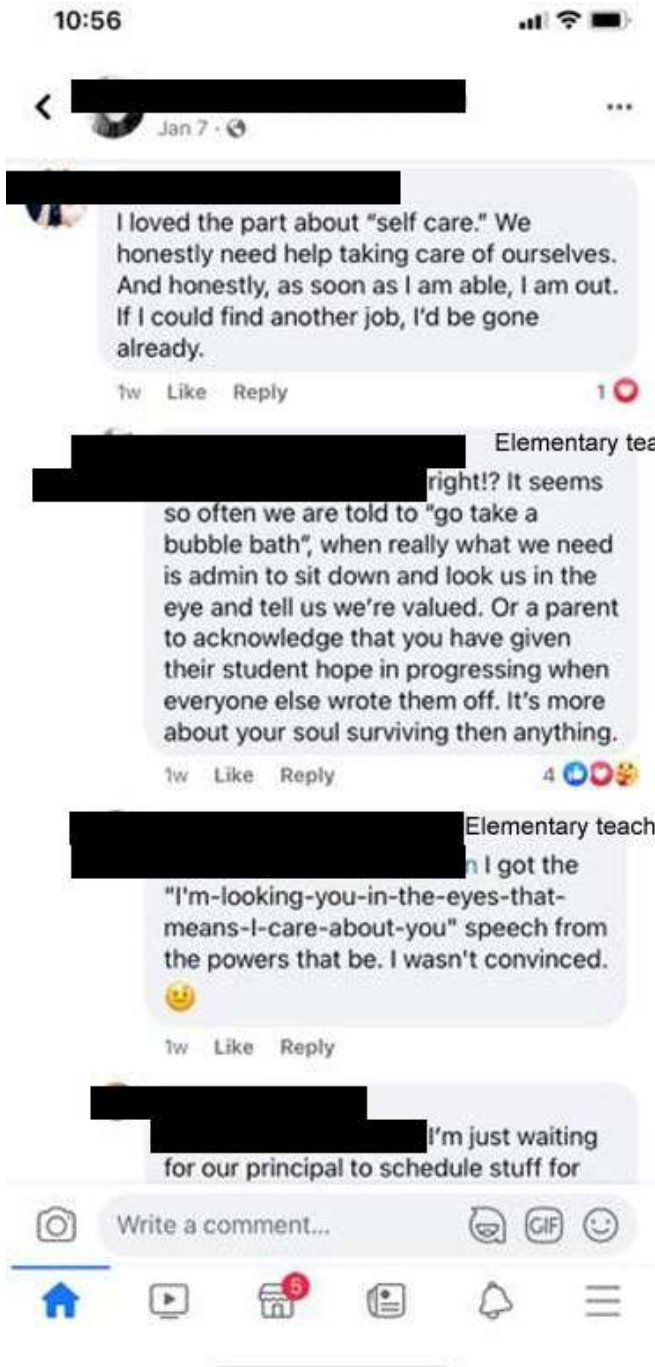
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[Redacted] crazy!!

1w Like Reply

Write a reply...

Write a comment... 🗨️ 🎬 😊



10:56



< [Redacted] Jan 7 · 🌐 ...

[Redacted] Elementary Principal

Thinking of a comment, folks.

1) I care about my teachers and I'm grateful for their dedication and endurance.

2) I worry about this era of numbers, data obsession and never-ending programs and changes.

Public education is so different than it was just a few short years ago. And.....not always for the good when it comes to the shift away from relationships and to numbers and programs.

My time is short. I say what I do and if that bothers some.....so be it.

Some things are suppose to be... See More

1w Like Reply

3 🔴

[Redacted] followed you for a reason.
🙄 Elementary Principal

I believe so strongly that you must make a connection before any child (of any age) will be willing to learn from you. Trust goes a long way, and it must be present. In todays world it is even more needed, these kids need someone

📷 Write a comment... 🗨️ GIF 😊



10:56



< [Redacted] Jan 7 · 🌐 ...

[Redacted] I followed you for a reason.



I believe so strongly that you must make a connection before any child (of any age) will be willing to learn from you. Trust goes a long way, and it must be present. In todays world it is even more needed, these kids need someone who they trust and they know cares about them. It's has always been about the children... I hope the creeps making the crappy decisions will one day realize this.

1w Like Reply

1 🔴

[Redacted] And I hired you twice because you KNOW it's about the children. I presume that folks on this thread do as well.

1w Like Reply

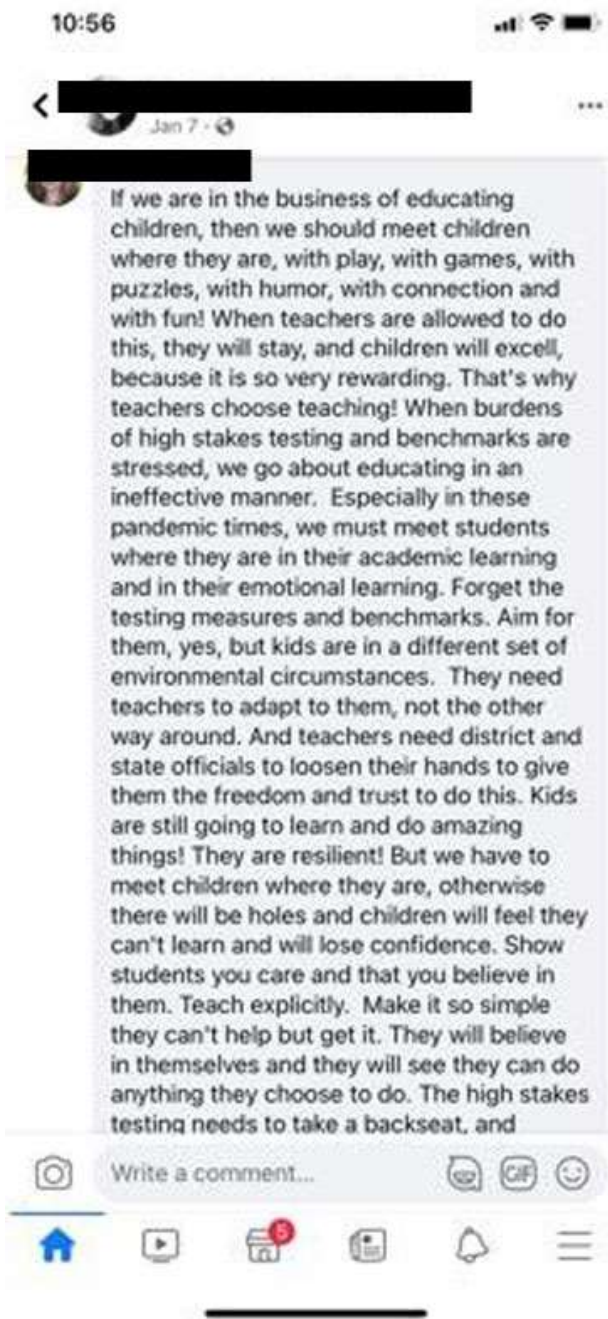
3 🗨️ 🔴

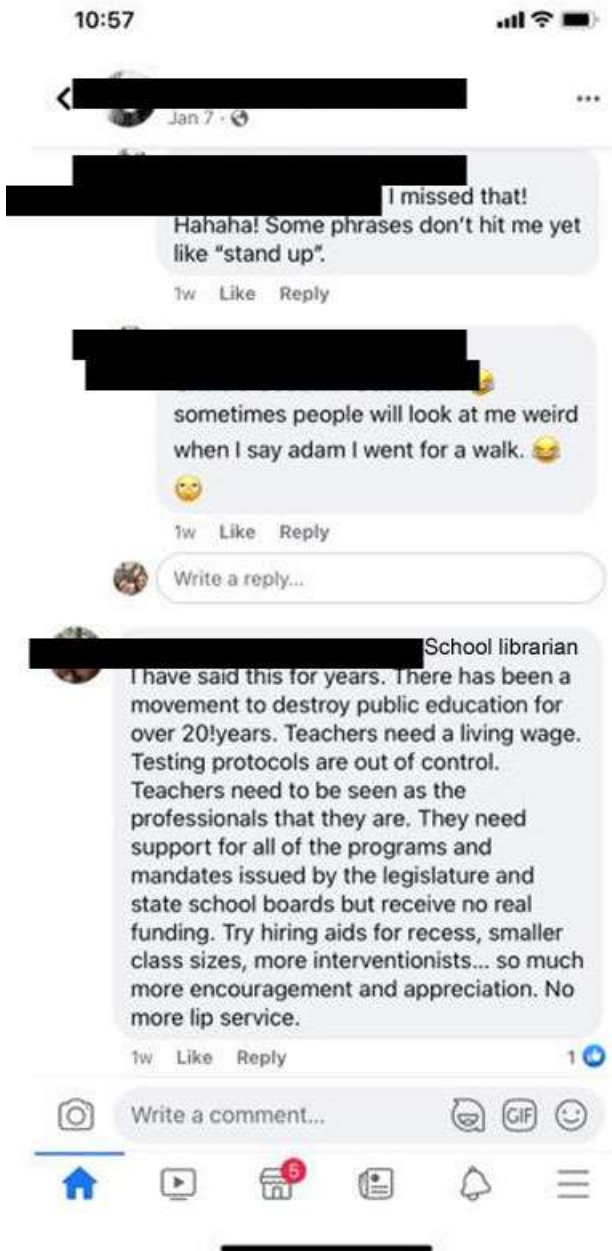
🗨️ Write a reply...

[Redacted] If we are in the business of educating children, then we should meet children where they are, with play, with games, with puzzles, with humor, with connection and with fun! When teachers are allowed to do

📷 Write a comment... 🗨️ GIF 😊







Classrooms in Crisis: Why teachers are leaving their jobs – 5/1/2019

<https://www.youtube.com/watch?v=pR4mYtO9GNk>



“Are teachers leaving their jobs because of what’s happening in their classrooms? KGW has been covering the rise in verbal, physical sometimes violent disruptive incidents in general education classrooms for months. Now, some educators are retiring early or resigning because of the lack of support, training, and loss of classroom time they’re experiencing daily.”

Notice what the female teacher says in this video. She said, “the district doesn’t have the people, training, or resources to offer the mental health supports that kids desperately need” and “we need fewer people that are walking in and taking data for 20 minutes. And then telling the classroom teacher more things they should be doing.” If I made those points people would ask

me how I'm so sure. Don't listen to me, listen to these teachers. The system can't provide what kids need and it's creating dangerous situations. Nobody would dare say the system itself drives kids crazy but I believe it does.

What else is going on in these kids' lives that would cause this? Perhaps both parents not being parents because they are slaves to the economy and feel that quitting isn't an option has something to do with it. The parenting photocopier seems to be creating artifacts in the children. School plays a role in the psychopathy of children so I dedicated an entire section to it. I'm sure it doesn't help that kids aren't encouraged to move as much at school or home coupled with a diet of over-priced fast/trash food.

The Future's Real World of Learning

Editor's note: The following is a transcript of a speech given by John Taylor Gatto to the Utah legislature on June 4, 1993. Gatto was named New York City Teacher of the Year in 1989, 1990, and 1991, and New York State Teacher of the Year in 1991. He is author of [The Underground History of American Education](#), [Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling](#), and [Weapons of Mass Instruction](#). Original PDF transcription.



“A few years back, the Harvard School of Government issued some advice to its students on planning a career in the new international economy which it believes is arriving. It warned sharply that academic classes and professional credentials would count for less and less when measured against real world training. The writers found ten qualities essential to successfully adapting to the rapidly changing world of work. See how many of these you think are regularly taught in the schools of Utah. (Of course, any state could have filled that blank.) The first thing Harvard said would be essential is the ability to define problems without a guide, not to *solve* problems, but to *define* them without a guide.

The second necessity was the ability to ask hard questions which challenge prevailing assumptions. I don't know about Utah, but I have never been in a school that would have welcomed kids to ask hard questions that challenged assumption. Third, was the ability to quickly assimilate needed data from masses of irrelevant information. Fourth, the ability to work in teams without any guidance. Fifth, the ability to work absolutely alone. Sixth, the ability to persuade others that your course is the right one. Seventh, the ability to conceptualize and reorganize information into new patterns. Eighth,

The ability to discuss issues, problems, and techniques in public with an eye to reaching decisions about policy. Ninth, the ability to think inductively and deductively, and Tenth, the ability to think dialectically. Now, in 1926, Bertrand Russell, who was asked to comment on the Russian revolution, which was a recent phenomenon at the time, said that in his opinion, the most radical social undertaking in human history was what was going on in the United States, because children were being deliberately denied practice in thinking dialectically. So, I don't know if we have changed in the nearly 70 years that have intervened, but I don't think so.

Our Current Educational Trend—A Dead End

From where I sit, and I have been sitting around schools for 30 years, I don't think we teach any of these things as a matter of school policy, and for a good reason. Schools, as we know them, couldn't function at all if we did. Furthermore, the price of teaching these things, and the way they need to be taught, would be so much less than we are currently spending that our society would enter an economic crisis simply by displacing so many unnecessary occupational titles. It took me a decade of school teaching to realize that schooling and education are concepts at war with each other. None of the schools I ever worked for were able to provide any important parts of this vital curriculum for children.

All of the schools I worked for taught nonsense up front. And under the table, they taught young people how to be dumb, how to be slavish, how to be frightened, and how to be dependent. There is too much money locked up in teaching this way for the school establishment, and its invisible outriggers in the teacher-college business, the publishing business, the school bus business. the construction industry, and so on and on and on,

to surrender the monopoly structure of government schools easily. And, of course, there's more than money at stake. It took me a decade of school teaching to realize that schooling and education are concepts at war with each other.

The lessons that every public school I've seen in the past 30 years taught had little to do with reading, writing, and arithmetic. Any good teacher will tell you, if they trust you, that those considerations are on the periphery of concern in schooling. They may not be on the periphery in an individual teacher's agenda, but certainly in the school's agenda, they are. Being a good teacher is a bad way to get ahead in pedagogy. If you would like some examples of that, we have Jamie Escalante who was driven from his school, Garfield High, last year, even though he had attained some national prominence. And we have the phenomenal black woman, Marva Collins, who was teaching third graders in inner city schools in Chicago, Shakespeare and Plato, and was driven from her school and now has a fine private school with a world reputation.

Am I telling you something, though, that you really don't know? Schools as we have arranged them are bad places for children to grow up. I include the schools generally thought of as good schools in that indictment, and I would suggest to you that this is sufficient explanation by itself why 650,000 families nationwide have taken their children from public authorities and are educating them at home. That number is predicted to double in the next five years unless restrictive legislation stops it. [Editor's note: the number is currently over two million.] Homeschooled kids are on the average both bright and impressively human, simply because they are allowed to learn free of bells, free of bogus experts, phony sequences, constant intervention, and similar junk. Their pedagogy is real. Mine was that of a witch doctor. If journalists did regular comparisons between homeschooling and government variety schooling, forced government schooling would slowly be exposed for the bizarre and unnatural growth on its host society that it really is.

At the Expense of Our Children's Minds and Characters

Oddly enough, on the day before I came here, someone mailed me two essays by or about Brigham Young, and he apparently thought the very same thing at the beginning of School. Stay away from it. I am not suggesting that most of the personnel involved in maintaining this dangerous institution really understand the complex nature of what it is they do wrong. Most are hard working, decent people. Many are talented, intelligent people. They are trying to make a living operating a social machine that was handed to them. They are tired at the end of the day, angry at what they consider unfair criticism, discouraged by the attitude of children. But the school institution is structured in such a way that their living can only be achieved at the expense of children's minds and characters. Teachers and principals did not make it that way, and they have very little power to change it either. It is, as I have said elsewhere, a political thing. The mechanism itself is a work of genius, far beyond the reach of little people, except those few willing to take risks to sabotage it, and, of course, the great army of home educators assembling silently which will destroy it in time if not driven from the field.

Poor Little Rich Kids?

Schools create most of the problems they then scream for money to solve. In my long experience, poor children are almost as easy to teach as prosperous children if you go about it the right way. Schools create most of the problems they then scream for money to solve. First, you need to assume that they want to learn to be their best selves just like every kid does before schools get hold of them. I learned that by actually teaching poor children. There was some difficulty, of course,—in fact, a lot of difficulty. But only an

inconsequential part of it came from the children. The lion's share was from superintendents, principals, assistant principals, school boards, testing authorities, State Department of Education representatives, teachers' college personnel, etc.

As my kids began to achieve success, they were met—not with cheers on the part of school authorities and other teachers—but with anger and derision. You see, instead of one kid floating up from the bottom, what was happening were dozens and dozens of people who had been identified as permanently peripheral, speaking before the United Nations, starting businesses, winning city-wide essay contests, and in competition with the elite of New York City. It wasn't supposed to happen! So the reaction was anger and derision. Teaching kids to teach themselves, which is a principle which constituted about 95% of my success, and which has been practiced by good parents all through human history, is such a monumental threat to the school institution on all its levels, that many safeguards have been set up to see that it does not happen.

I've spent a number of years thinking about this problem. I've written a couple of books about it, and I intend to write a couple more. But the best service I can render you in the short time we have together, is to layout a blueprint of the invisible curriculum schools teach. It is this curriculum, expensively maintained by rivers of tax money that makes schools, in my opinion, the single greatest problem in American life. Not kids. Schools.

A Lesson in "Confusion"

[There is an] invisible curriculum schools teach. It is this curriculum, expensively maintained by rivers of tax money that makes schools, in my opinion, the single greatest problem in American life. The first lesson schools teach is confusion, because they have too many people, too much space, and too much money—which must be spent and then justified. Schools teach too much. They allow no time for learning. Virtually nothing selected by schools as basic really is basic. Virtually none of the school sequences are logically defensible. Schools teach the un-relating of everything. Take mathematics, for instance, and you will be able to check on me with this next example.

The very great mathematician, one of the greatest of this century, Alfred North Whitehead, said in the book he wrote in the 1920s called *The Aims of Education*, that the way we teach math is crazy, disconnected, bewildering. Pick his book up at the library. It will be there, I promise you. Then ask yourself why your school officials haven't read it—or if they've read it, why they haven't acted on it. But don't blame them too much. Almost all the power they seem to have is imaginary. Schools teach confusion. Disconnected facts are not the way to a sane young mind. But just the opposite.

A Lesson in "Class Distinction"

Grouping children by standardized test scores, or even grouping them by age, is an inherently stupid and vicious practice. The second thing schools teach is class position. Schools teach that the children are born into a class and must stay in a class to which they are assigned. This is an Egyptian view of life which strongly contradicts the natural genius of this nation's history. Grouping children by standardized test scores, or even grouping them by age, is an inherently stupid and vicious practice. It is difficult for me to contain my contempt for the very private agendas it serves. And I want you to know I speak as a registered conservative in New York City. It's a party called the Conservative Party. and I run for office every two years in Harlem as a conservative, and naturally, I don't get elected.



A Lesson in “Indifference”

The third lesson our schools teach is indifference. With bells and many other means, they teach that nothing is so important that it is worth finishing. The gross error of this is monumental. If nothing is worth finishing, then by extension nothing is worth starting either. Few children are so thick-skulled that they miss the point. School is a liar’s world, where people like myself are constantly declaring the importance of learning, while our actions in the environment say something different. It is no wonder the children give up.

A Lesson in “Emotional Dependency”

We condition children to subordinate their own learning patterns to the whim of some servant of the state. The fourth lesson our schools teach is emotional dependency. By an animal trainer’s use of petty rewards and punishments, carrots and sticks, we condition

children to subordinate their own learning patterns to the whim of some servant of the state. We teach that human dignity, even in matters as basic as toilet habits, is at the disposal of others. Many people have remarked how degraded and dishonest children have become in the modern era. But they have failed to locate the cause in the daily training which we have arranged for them.

A Lesson in “Intellectual Dependency”

A fifth lesson schools teach is intellectual dependency. In schools, teachers tell you what to think about, how long to think about it, and what order to think about it, and what evaluation the authorities insist you place on ideas and their management. If you cannot, yourself, imagine any other way to learn, I suggest you read Benjamin Franklin’s autobiography, or any biography of Andrew Carnegie, or a book called *The Double Helix*, published a few years ago about how DNA was discovered by two kids playing games with an oven. School, as we have arranged it, does not develop the mind. It bends minds to fit pre-arranged patterns. After schooling, the mind of a child will never again be totally complete—a good way to treat people you don’t like much. or fear, — but a bad way to treat free citizens.

A Lesson in “Fragmentation”

School, as we have arranged it, does not develop the mind. It bends minds to fit pre-arranged patterns.

The sixth lesson schools teach is self-alienation and fragmentation. From about 1890 until 1930, a period when a cult of “scientific management” took hold, and we got the towering edifice of school administration—school philosophers would proudly proclaim alienation, the suppression of self, to be one of the great social benefits of schooling. In fact, like a good teacher, let me cite one reference that I’m sure you’d find in any local college library. The U.S. Commissioner of Education, from 1889 to 1906, was a man called William Torrey Harris. Mr. Harris was the leading Hegelian philosopher in the United States, a frequent house guest of John D. Rockefeller and Andrew Carnegie. He was a man who assured Collis P. Huntington, a railroad magnate, that the schools had been scientifically designed not to over-educate, because Huntington was worried that if kids learned how to think, they wouldn’t fit into the jobs that were available for them.

Threats to the System

The actual work and traditions of a community are considered dangerous to the order and discipline of schooling. Harris said in a book he wrote in 1906 called *The Philosophy of Education*, that the purpose of schools was better achieved in dark, ugly corridors than in open grassy spots, and that schools would not work unless the children could be alienated from themselves. In school, families, cultures, and religions are anathema. You need only hang around school people for a long time, as I have, to realize quite how unwelcome parents are in schools. The actual work and traditions of a community are considered dangerous to the order and discipline of schooling.

Let me tell you the philosophical reason why these things need to be kept at arm’s length by schools. Nineteenth century philosophers, who in fact created the institution we’re all a part of now in one way or another—men like Auguste Comte and Georg Hegel in Germany—considered any private source of power or meaning to be a detriment to the total control of life by the State. They taught that schooling should break children away from their families, their cultures, their religion, their neighborhoods, and any other private source of strength. They should teach children not to trust themselves, but to wait to be instructed, to be judged, to be numbered by authorities. In the early 20th century, the great American efficiency engineer, Frederick Taylor (who is some distant relative of

mine) taught the same lessons indirectly, and they were learned by the managers of schooling. It is better school business to pretend the children are blank tablets to be written upon, than to acknowledge the obvious truth that they are not.



The Next Generation—Incomplete and Undeveloped
School is like a hospital where you go to get hurt. As a result of the lessons our schools teach today—although these were not always the lessons we were taught—we’re turning out incomplete and undeveloped young men and women who grow older, but are unable to grow into adults no matter how old they get. We produce children who are at best indifferent to the dishonest world of schools, and at worst angry children who hit back at us, hurt each other, and hurt themselves.

School is like a hospital where you go to get hurt. We continue to grow crops of children who have trouble connecting the present to the future, and trouble connecting the present to the past. We turn out year after year a mass of children who are morally numb because we have taken the meaning out of growing up. A frightening percentage of these kids have a taste for cruelty as you might expect, from being confined in an ugly plastic chair, in an ugly square room, in an ugly cheese box building for twelve years with bells ringing in their ears. We produce children who are obsessively materialistic and turn them loose into an economy which cannot conceivably satisfy those material wants.

So they are perpetually dissatisfied, whining, envious and self-hating. And we demand that our graduates be passive, obedient, grateful for a hand-out, fearful of real work, and most of all, we demand that they be made too timid to solve problems for themselves. They must wait for a teacher, a social worker, a TV set, a computer program, or a government official to tell them what to do.

It's All in the Game

Right now we are engaged in the most colossal self-deception in history. School is not a way to learn. It is a "jobs project," plain and simple. The game the government schools engage in has little to do with teaching children to read. Bertrand Russell said in 1928, that the very act of schooling millions of children as if they were a large mass of fish, is the most radical act in human history. The reason we do it this way isn't because it's cheaper or better, but just the reverse; because it is more expensive, and it dumbs children down into a tractable mass. Mostly this happened because we have chosen to take the easy way out, decade after decade for most of this century.

Right now we are engaged in the most colossal self-deception in history. School is not a way to learn. It is a "jobs project," plain and simple. And it is a way to steer contracts to school service businesses, and it has been made into the single largest component in the American economy. School is a bad place for children, because we over-teach, we over-buy, and we over-administrate. By doing this we remove both the situation and the incentive through which all learning takes place. Consider the irony. To change the way we do the school thing, so our children can be educated instead of schooled, could provoke an economic catastrophe that a planned economy has no way of handling. We have fashioned a disaster in our schools, and it is not subject to any swift remedy by tinkering with the structure we already have. We will live with its toxic byproducts for the foreseeable future, and this catastrophe, in my opinion, extends far beyond urban slums. It reaches into fine homes, and into private schools as well.

Ugly Evidence

Let me give you the ugliest piece of evidence for that. Our teenage suicide rate has soared in recent years. The Center for Disease Control in Atlanta, which keeps these statistics, estimates that the real rate of teenage suicide is 6 times higher than the statistical tabulation—although that is certainly alarming enough. Parents and local authorities often hide the real cause of death out of compassion or shame. Keep in mind it is almost always sons and daughters of the prosperous who kill themselves—almost as if having experienced the best a materialistic life has to offer, these children are saying, "If that's all there is, I'd rather be dead." All these are bizarre perversions of reality. They destroy the ability to think independently, to value quality, to concentrate—even, I think, to love one another.

Our type of schooling obscures the real issues that education is about—issues caught in questions like “Who am I, and what sort of human being do I want to be, and does life have any greater meaning than what I can see around me?” Our type of schooling makes learning impossible, and without an education, young people go insane or just give up. Confining a child with random strangers unknown to the family almost every day of his natural youth denies him even the rudiments of privacy. Confining him in a classroom structure is like a nightmare of Karl Marx, conditioning him to bell/buzzer responses at short intervals like a daydream of Pavlov. All these are bizarre perversions of reality. They destroy the ability to think independently, to value quality, to concentrate—even, I think, to love one another.

Policing the Innocent

We have institutionalized the division of social classes in our school classes. We have used the police power of the State to create a virtual caste system, complete with millions and millions of untouchables. The crisis in the general community (by general community, I mean our entire country, ocean to ocean) is begun and nurtured by the school structures we maintain. All the dependency pathologies, drugs, television, helplessness, commercial entertainment, alcohol, violence, and more, grow directly from the massive dependency we force upon children from the first grade onwards. All the aimless quality of our culture is a mirror of the schoolroom where millions of children sit, unable to fill their own hours, unable to initiate lives of meaning in their own existence. The passive spirit imposed by television is only the illegitimate alter-ego of a passive spirit imposed by the classroom. We have been doing this sort of thing for a remarkably short time in a historical sense. It only, became obsessive, this need to remove children totally from their families and the working world. since the end of the First World War. It was the Red scare after the Communist revolution in Russia that was most proximate cause, I think.

It's Time to Stop

But whatever ultimately started it, it's time to stop. There are many wonderful and tested, wonderful and inexpensive ways to inspire children to provide a first-class education for themselves. We all know a few of them. In the past year I have had a chance to meet and speak to groups of homeschoolers ... [from] Boston [to] Portland, ... and in 42 states. Starting as a skeptic, I came away feeling like Ezekiel when he saw the wheel. But I'll save that speech for another time. Let me read to you a resolution. I spoke in Wichita, Kansas, two weeks ago. A resolution being debated by the Kansas House called “The Role of Public Schools in Contemporary Society,” reads as follows: “Whereas public schools are the primary institution for the rearing of children and the transmission of values, and whereas families, churches, and other social institutions are no longer able to successfully fulfill these responsibilities; therefore, public schools shall be the principle care-giving institution in this State.” *(Note by J.T.

Gatto: My information about this resolution was in error, but I did not know that at the time of my presentation. I had come across a satire on the direction the Kansas Department of Education was taking. and unaware of the dark humor it intended. took it for literal fact. Nevertheless, the “truth” the quotation carries is being brought about deliberately in state after state.) I, fortunately, was with 2,000 people at the Wichita Home Educator's Conference who said in one voice, “Over our dead body!” There are many wonderful and inexpensive ways to inspire children to provide a first-class education for themselves. I don't want to leave you with visionary suggestions. I certainly have some of those, but think I have some very practical, inexpensive ways to immediately impact your schools. I think the first thing we have to recognize is that we are going to have to

deconstruct schooling—not education—but schooling. We have to minimize the school aspect. And that's going to require the courage to challenge deeply rooted assumptions and the stamina for a long struggle as the school monster fights back. I want to leave you with a few practical suggestions, as I said.

The First Step: Decentralize

Shut down central school boards and district school boards. These entities serve no useful purpose, and they constantly interfere with local enterprise and mandates. They are grotesquely expensive. Decentralize down to the neighborhood level and with this one bold move, families could be given control over the professionals in their children's lives. Each school under this new government would have its own citizen managing board, elected from the school neighborhood and including representation for all groups, and referenda as a court of last resort.

School corruptions like the milk-price rigging scandal, or the textbook racket, or favored teacher deal, will virtually cease when the temptations inherent in remote central authority, personal empire-building, bulk purchasing, and so on, are ended. And billions of dollars currently wasted in useless central administration can be returned to taxpayers. Lest you think that simply an insult, let me tell you that in New York State alone, there are more school administrators than in all 13 countries of the European Economic Community. I don't know how many are in New Jersey and Connecticut, but I have a funny feeling there are a lot.

Let Everybody Teach

The second suggestion I have for you is a really simple one that is in use all over the world—not in every country of the world, but in many, many places. And it was in use in the United States from 1850 until about 1900. Make everybody teach! There should be no such thing as a non-teaching principal, a coordinator, a specialist, an assistant principal, or any other category of school employee who doesn't actually spend time in face-to-face interaction with the kids. The talk-down administrative model is a form of robbery and even if it were free, it's based on ignorance of how educational things get done, or indifference to it. Besides wasting billions of dollars, talk-down administration demoralizes teachers, discourages parents from active participation, and it confuses students.

Real educational efficiency will never be available to schools as long as schools run on a factory model. And save yourselves a fortune when you decentralize this way, recognize that there is no proper shape or place for a school building. The construction industry would like you to think so, but there isn't. Schools can be everywhere and anywhere. In Wichita, Kansas, Bob Love of the Love Box Company—who was the founder of the first private school in the State of Kansas (Wichita Collegiate), still listed in the reference book as one of the finest private schools in the country—has just opened a private school with his son inside the Love Box Company. And it works in and out of the boxes being constructed!

Measure Accomplishment on a Performance Basis

Standardized tests, like schools themselves, don't work. And they have lost their moral legitimacy. They correlate with nothing of human value. This is another suggestion, to measure accomplishment by performance, as well as against a personal standard. Standardized tests, like schools themselves, don't work. And they have lost their moral legitimacy. They correlate with nothing of human value. Their very existence perverts curriculum into an advanced preparation for the extravagant ritual administration of more

tests. Why are we doing this? Nobody out there in the audience, whether they agree or disagree with what I'm saying, would dream of hiring somebody on the basis of a test—unless they ran a government agency!

If you run a newspaper, and somebody walks in and says “I want to be a reporter. I've gone to journalism school. Here are my A's. Hire me,” you'd throw the nut out the door! Would you hire an auto mechanic because he scored well in his auto training school? Everything that sensible people rank and evaluate is done by performance. So, tests are useless as predictors—unless the competition is rigged in advance—or unless you say as a legislature that only the people who score well on tests will be eligible for these licenses. The test of whether you can drive is driving. Whether you understand health or not is whether you're healthy. And whether you can write a legal brief is the brief itself. Performance testing is where genuine evaluation is always found. Close down the testing racket.

Open the Schools

The fifth suggestion I have is to install permanent parent and community facilities in every school. We need to create a tidal movement of real life, in and out of the dead water of schools. Open these places on a daily basis to family and other community resource people, and rig these rooms with appropriate equipment to allow parent partnerships with their own kids, and others. One of the greatest things I stumbled onto before I knew about homeschooling, was that I would send a contract home to every kid that passed through my hands. I would say that at any time, you and your son or daughter together can write a piece of curriculum and use it in lieu of any piece of curriculum I have. And furthermore, if it takes several days to do that, I will cover that with the other teachers (not telling the principal of course).

End Certification

The licensing monopoly is richly deserving of all the disgust we can pour on it. End the teacher certification monopoly. It makes colleges rich. It's thirty cents out of every dollar in the United States College market. It supports an army of unnecessary occupational titles. It deprives children and competent adults of valuable connections with each other. The licensing monopoly is richly deserving of all the disgust we can pour on it. Let anyone who can demonstrate performance competency before a citizen board, or a school faculty, or a parent body, be licensed to teach. The legendary private schools of this nation—Exeter, Andover, Lawrenceville, Choate Hall, Groton, Culver Military, Hotchkiss, St. Paul's, would not dream of hiring a certified teacher. Certification itself, I was told at Lawrenceville, is in many cases the best evidence that a dependent, slavish and un-selective mind is present. Now, I think that is horrifying. If the elite children of the nation are spared certified teachers (and I'm certainly a certified teacher myself) then I think the certification mechanism is a bad way to protect children. It's a good way to protect jobs, though.

Reestablish Stimulating Learning Experiences

Restore the primary experience base we have stolen from kids' lives. Kids need to do things, not sit in chairs. The schools die of confinement to chairs, addiction to bells, worship of tests, and utter dependence on low grade secondary experience in the form of semi-literate text workbooks. And blackboard notes crack children away from their own innate understanding of how and why to learn. Let children engage in real tasks, not synthetic games and simulation. Kids need to do things, not sit in chairs. Field curriculum, critical thinking, apprenticeships, team projects in the community,

independent study, and other themes of primary experience must be restored to the lives of the young. That, of course, is what I did over the last twenty years.

Offer the Freedom to Read

Suggestion #8 is to dismiss the army of reading and arithmetic specialists, and similar armies of specialists and coordinators in other areas too. The reading empire, with its insane methodologies and routines, has turned us from a nation of readers that we were when Tom Paine wrote, and Alexis de Tocqueville visited. DuPont DeNemours wrote a book in 1812 called *National Education in the United States*, in which he said that less than four Americans out of every 1,000 cannot read, write, and do numbers competently. (He was, of course, the founder of the DuPont fortune, a man who had a monopoly on gun powder in the War of 1812.) And these kids argued so well that he predicted in 1812 (in a book that will be available in a Salt Lake library, I'm sure) that America would inevitably end up with more lawyers than any other country in the world. And last year, *The Wall Street Journal* said that 10% of the lawyers in the world are right here in this country. He was a good predictor.

Children cannot learn to read the way reading experts teach reading. The apparatus of the reading teacher and the reading class is the best guarantee that multiple failures will ensue. The problems of reading instruction have been mostly artificially induced by the school setting and school procedure. Take away the profit from the reading business and the disease will begin to cure itself. I visited in the last six weeks two schools that do better, which are certainly open campuses for any of you here to visit. One is in Philadelphia. It teaches kids—all sorts of kids—to read fluently difficult material by the time they are four and five. I was in awe of what I saw. The school doesn't teach at all! It takes the mothers in, gives them a week's workshop, and shortly afterwards, their children are reading in such a way that—I mean, it would raise the hair on my head if I were a younger man. The name of this school, by the way, is the Institute for the Achievement of Human Potential.

Twenty miles west of Boston, is another school, called the Sudbury School. It has been open 26 years and was founded by one of the youngest physics professors in Columbia University's 20th century history. The man was a professor in his early 20s. His wife is a professor of biochemistry. This school takes kids from kindergarten through 12th grade, and utterly refuses to teach them reading or arithmetic. They will not teach it unless the kids come up and negotiate for lessons. They've never had a kid that didn't learn to read fluently, but as the proprietor told me, some of them learn to read at 4 and some of them learn to read at 8, like his son did. And some learn to read at 9, 10, or even 11 as Woodrow Wilson learned—and he was president of Princeton before he became President of the United States. In regards to reading, we all kick into this very, very easy and natural, "on-our-own" schedule. The best way to corrupt that is to sit people down and tell them. "You will read 'A' for length 'B', and answer question 'C'...." Now, I only have two more suggestions.

The Right to Privacy

Understand that total schooling—total schooling—is psychologically and procedurally unsound. Give children some private time and private space—perhaps on a collegiate model, some choice of subjects, some choice of methods. and even some choice of the company they keep. And if that sounds like a college, it was meant to. Give them freedom from constant surveillance and record-keeping. Keep from numbering children and ranking them and labeling them so the human being can't be seen under the weight of tags he carries. To what useful end do we do this? It is a stupid and a cynical use of authority.



The Right of Free Choice

A strong element of choice and anti-compulsion is essential to education. And, finally, what we're going to have to do, and what I predict to you we will do—whether we are allowed to or not—we have to provide legitimate choices. A strong element of choice and anti-compulsion is essential to education. There is no one right way to grow up successfully. That emperor has no clothes. One system-schooling has had a century and a half to prove itself. Right from the beginning it was making excuses why it couldn't get the job done. The first large scale school panic took place in 1854, two years after the compulsion schools were opened in the state of Massachusetts. Tax credits, vouchers, or some more sophisticated means, are necessary to encourage a diverse mix of plans for the different logic of growing up.

Unscrambling the Egg

Only sharp competition can reform this mess. The people who gave us the mess cannot do it. Providing this competition should be the overriding goal of public policy.

I thank you very much.”

The Simple Art of Learning - FULL PRESENTATION - Natalie Cline - 3/15/2022
<https://rumble.com/vxiuwg-the-simple-art-of-learning-full-presentation-natalie-cline.html?mref=qe71q&mc=646q5>



If we had enough representatives like Natalie to implement systematic change perhaps we could consider returning to public school. Unfortunately, she is the minority at the USBE.

“Natalie Cline (Utah State Board of Ed member) is on to something in her plea for simplicity. Her presentation, entitled “The Simple Art of Learning,” makes the case for addition by subtraction in a number of ways in our schools. In our zeal to analyze, measure, and micromanage every aspect of a child’s life, from cradle to career, we’re managing to cripple the natural, boundless, and intuitive process of learning that people have managed to manage for centuries—without the compulsion of cookie-cutter assessments, curriculum, or centralized planning.”

Quoted above taken from:

<https://academicintegritymovement.org/the-simple-art-of-learning/>
<https://archive.ph/eDzdP>



You Can't Trust the System

From fox 13 news Facebook page on 8/22/2019

Utah schools struggle with staffing educators for students with special needs

https://fox13now.com/2019/08/22/utah-schools-struggle-with-staffing-educators-for-students-with-special-needs/?utm_campaign=trueAnthem%3A+Trending+Content&utm_content=5d5f663937ca340001cfaa8f&utm_medium=trueAnthem&utm_source=facebook&fbclid=IwAR0WSs7nF-uM2Wlsqblr9pxZ0rTQsEoDpTvzYpyEdqxeZtmogMSkTmy63Ac
<http://archive.today/HMoFB>



Here are a few important lines in the story:

“SANDY, Utah — For the first time in ten years, Canyons School District has enough teachers but is burdened with one of the largest deficits in paraeducators. Paraeducators help very young students and those with special needs. The positions are critical, yet there are 20 unfilled job openings. Canyons School District isn't unique. FOX13 News found paraeducators are needed in classrooms from Moab to Wendover. The district is paying about \$12 an hour for the part-time position. Application information can be found here.”

I copied several comments from Facebook relating to this story. These are first-hand accounts of what teachers are dealing with. They simply aren't paying enough to take care of special needs educators. To ensure non-disabled kids are taken care of but not disabled kids seems a bit backward but this is the nature of the system. They are letting the neediest kids down to pay regular teachers and admin. Surely they could let a few counselors or office staff go to accommodate these kids or cut a few sports programs. This is a breach of trust.

This is just one small example of how the centralized expert system fails but there are many. Also note this is the first time in 10 years that the Canyons district has enough regular teachers to serve their schools. How does a district with so many resources fail to properly staff its schools for a decade? This likely barely brings them to a minimum level. Of course, more teachers than the minimum would allow or smaller class sizes.

Facebook comments:

Toni Black The pay is the problem. It takes a very special person to work with these kids. When there are easier jobs everywhere that pay \$12 an hour, why would anyone want to put in the extra hours it takes to do any kind of teaching job. I teach part time, and if I didn't love my students, it wouldn't be worth my time. I question my sanity all the time! When I consider the hours I put in at home preparing lessons, I might make \$10 an hour on a good week.

Dusty Marie Thomson Toni Black i had friends that did this and they only make about 9 to 10 an hour.

Pepper Duerden This!! I did it for three years and I only made enough a month to buy insurance. I was there 38 hours a week. It got to draining and I had to choose family or teaching. I loved it, but couldn't afford it

Toni Black Pepper Duerden that is the root of the problem. New teachers are barely paid a living wage. Of course they're going to leave the profession for better pay, less stress, fewer politics, and more opportunity! It's a no brainer! The state and school districts need to pull their heads out and look at what is really happening with teachers.

Toni Black And don't even get me started on how much of my own money I spend! My classroom budget for art supplies for 350 elementary students is \$325 a year. Less than a dollar a student.

Stephanie Anderson Berg I'm a para in a special needs class in Jordan District. It is by far the most challenging job I have ever had. If I was doing it strictly for money there is no way I would be able to justify what I do each day for \$12/hour. I work in a severe disabilities classroom of k-4th grade, many of which are still in diapers. As hard as it is, I absolutely love my job and the children. I learn so much from them every day, and I feel so lucky to be able to be a part of their lives. I definitely don't think it is a job for everyone, but anyone that gets the opportunity to work in special ed is better for it. That being said, I do feel like we deserve much more than what we are paid.

Brittney Hainsworth The hours (for me) definitely affect this! I work in an office at a Canyons title 1 school with MOUNDS AND MOUNDS of things on my desk of work to do from all the move in and move out students... but how will I ever get it done when I can only work 17 hours in the office a week!?

Im so frustrated! Im a hard worker and I don't like leaving mounds on my desk nor do I like getting yelled at by other schools asking where records are.... but 17 hours doesn't get me far Canyons School District.

Please address this! We are a VERY VERY BUSY SCHOOL!

I'd love to get more hours but Canyons is stiff on how many we can get. PLEASE OFFER INSIGHTS! I need more hours!

Thanks

Lisa Falk Ogden I've been a special ed para in Maryland for over twenty years and make \$32 an hour plus benefits. I can't believe that the starting rate there is only \$12 an hour. Most people don't know that the majority of paras work past their assigned hours, spend their own money on supplies and do many things to support the teachers they work with that aren't part of our job description. Why do we do it? Because of the love we have for the kids we work with and the satisfaction we receive when we see them succeed. Education for everyone should be a top priority and it would be nice to see appreciation for educators reflected in a little bit better pay.

Eileen Flaherty James I'm a para (I teach reading) now and work in cache district and am going on 15 years. I make 14 something an hour and NO benefits. We did have a few paid days off, but they took that away a couple years ago. I do it because I love working with the children.

Corinne Cannon I'm a para in Idaho. Because of how they average out pay to cover the summer months, my average hourly pay is \$8 an hour. It's brutal

Kathy Deakin Mills I hope I don't get into trouble for commenting... but I'm a Para in a severe special ed classroom. I end up volunteering a ton of hours before and after my shift because the need is there, even though I'm only allowed my set time on my paycheck. I buy things with my personal money to make sure I get to teach an awesome science lesson every week, and do things throughout the year to make it engaging. A lot of GenEd teachers have no clue what I really do and think I'm just someone in the way or some garbage, throw away, not

important staff member. Why do I do it? I truly love the students I work with. I want them to have the BEST experience and the best environment every single day. I want them to have fun and be take care of.

I will defend them to my last breath. I will be there because they need me, and I need them because they are pure love. Do I think it's ridiculous to not pay aides more than a starting employee EVERYWHERE or pay us the hours we actually work? Yes. We need to be paid to show us that we are worth it. We need to be recognized as not just a babysitter, because we are not.

Elizabeth Murdock Crane Kathy Deakin Mills we need more people like you and we need the pay raises to go to those who deserve it like you. Not just throw money around. Unfortunately my son had a horrible experience with his special needs class last year and it had a lot to do with the adults there. Paras and teacher. We certainly missed the previous teacher. I think those who do what you do and that go the extra mile and don't just clock in and out should be paid so much more. We need to recognize and appreciate those amazing and precious teachers that make such a difference for our kids!!! Thank you again!!! I can't imagine how much you do and how much time you put in but I know it makes a huge difference!!!

Melody D. Myers \$12/hour isn't much. My mom is a para in Washington and makes way more than that. For what they have to deal with, they would make more money working at in n out

Jana Williams Melody D. Myers it's so true. I've worked in the school system public and charter. Some paras only make 9.50\$

Melissa Connelly Jones All three of my kids are on the spectrum and two have been in Functional Skills classrooms. We live in the Davis school district and I thank my lucky stars for the phenomenal SPED teachers we have had. They are truly underpaid, underappreciated and completely overworked. Every child deserves the best education they can get. It's funny and sad that there's always money for sporting programs as well as district and state administrators and board members but not for higher teacher salary's.

Amy Elizabeth I'm a certified teacher that is considered highly qualified in Florida . USBE doesn't like my degree or SPED,ESOL,&Reading endorsements so I took a job as a Sped para when we moved here 2 years ago. The pay was \$10.18 an hour - in Canyons district...no wonder they have a shortage

Taylor Brown well when you can go to Costco and make more as a cashier with benefits it makes sense.

Megan Rose Berry yup! Right now my husbands at \$26 an hour at Costco. I run a group home for disabled adults and it's very similar to these positions of paraeducators. I love it.

Now that you've seen how Utah paraeducators are paid have a look at how the Alpine School District pays its leadership team. I looked up the compensation for the team listed on this page:

<https://alpineschools.org/administration/>

<https://archive.ph/HRcAF>



The latest data I could find was for 2021. The superintendent has changed since last year so that's why the list is has an extra name as compared to the web site. The new superintendent was on the Alpine payroll as an administrator in 2021.

*Information may include where available: salary, bonuses, benefits, retirement contributions, pensions, and other financial data.

**Salary data for the 2021 Alpine School District Leadership Team Page, source
www.govsalaries.com
<https://alpineschools.org/administration/>**

Samuel Jarman	2021	Superintendent	Alpine School District	\$247,826.00
Robert Smith	2021	Business Administrator	Alpine School District	\$232,104.00
John Patten	2021	Administrator	Alpine School District	\$184,991.00
Shane Farnsworth	2021	Administrator	Alpine School District	\$178,579.00
Mark Pew	2021	Administrator	Alpine School District	\$170,208.00
David Stephenson	2021	Public Relation Salary	Alpine School District	\$161,660.00
Vicki Carter	2021	Administrator	Alpine School District	\$159,522.00
Kimberly Bird	2021	Administrative Assistant	Alpine School District	\$157,385.00
Elizabeth Wilson	2021	Administrator	Alpine School District	\$157,385.00
Barry Beckstrand	2021	Administrator	Alpine School District	\$155,248.00
Blaine Edman	2021	Administrator	Alpine School District	\$155,248.00
Timothy Brantley	2021	Administrator	Alpine School District	\$150,974.00
Eric Woodhouse	2021	Administrator	Alpine School District	\$148,837.00
Jeffrey Schoonover	2021	Administrator	Alpine School District	\$148,837.00
David Smith	2021	Administrator	Alpine School District	\$148,837.00
Larsen Camianne	2021	Administrator	Alpine School District	\$145,948.00
Joel Perkins	2021	Principal Salary	Alpine School District	\$137,709.00
Michael Browning	2021	Supervisor-Director	Alpine School District	\$135,620.00
Analís Carattini-Ruiz	2021	Supervisor-Director	Alpine School District	\$122,988.00
Frank Pulley	2021	Department Director	Alpine School District	\$109,976.00
Rhonda Mortensen	2021	Executive Assistant	Alpine School District	\$70,505.00
Shawna Farnsworth	2021	Administrative Assistant	Alpine School District	\$61,639.00
Kerrilyn Southard	2021	Classified Technician	Alpine School District	\$60,201.00

Jodi Pegram	2021	Administrative Assistant	Alpine School District	\$60,200.00
Lynnae McAllister	2021	Administrative Assistant	Alpine School District	\$58,254.00
Phyllis Zimmerman	2021	Administrative Assistant	Alpine School District	\$58,250.00
Linda Gardner	2021	Administrative Assistant	Alpine School District	\$52,830.00
RaNae Randall	2021	Classified Technician	Alpine School District	\$42,733.00
Anna Davies	2021	Classified Technician	Alpine School District	\$42,045.00

The salary for the superintendent is 583% higher than average and 898% higher than the median salary in Alpine School District. The 29 individuals on this list accounted for over \$3.7 million in salaries. Paraeducators in the Canyons district are being paid around \$12/hr. to assist in the learning of some of the neediest students! David Stephenson is on the leadership team (\$161,660). He loves to gush about how awesome it is to accept dirty Facebook cash.

N.Y. Can't Teach Kids to Read on \$30,000 a year – 1/26/2022

<https://reason.com/video/2022/01/26/ny-cant-teach-kids-to-read-on-30000-a-year/>
<https://archive.ph/iPWe7>

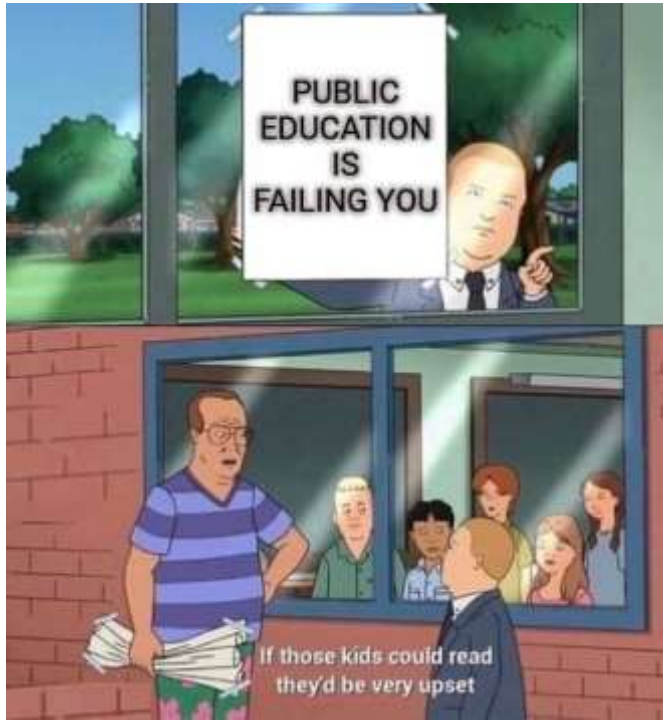


<https://www.youtube.com/watch?v=J5YKNodwPBE>



“In New York, where I live, real per-pupil revenue has increased by a mind-boggling 68 percent between 2002 and 2019. Public schools in the Empire State are now shelling out more than \$30,000 per kid. That's more than double the national average, and it doesn't even include the \$16 billion extra that New York's system got in combined federal and state COVID-19 relief funding. Yet New York's public schools are still as terrible as the Mets, the Jets, and the Giants, with only a third or fewer of students up to grade level in eighth grade reading and math, according to their scores on the National Assessment of Educational Progress (NAEP), widely considered the gold standard for judging school outcomes. Those scores aren't much different than they were 20 years ago.”

“When you look back 20 years, virtually every other service in our lives—from coffee drinks to media to medicine—has gone through multiple revolutions in terms of what's available and the quality of what's being offered. Everything becomes more geared toward the individual, more responsive, and usually not just cheaper in real terms, but better too. This is obviously true when it comes to things like food and consumer electronics but it's also true of big-ticket items like cars, which cost the same as they did 20 years ago in inflation-adjusted dollars (but are massively superior today). Overall, medical costs are up, but think about how much better the variety and quality is. Public K-12 education is among the very few things that is still basically the same as it was when today's parents and grandparents were in school. The only difference is the price tag, which just keeps going up and up.”



How Schools Are Dumbing Down Young Students | Thomas Sowell

<https://www.youtube.com/watch?v=EhZ0exModUM>



“Thomas Sowell explains how the pitiful dumbed-down 'education' students receive in public schools and universities is leading to the increasing dysfunction in America. This is an excerpt from the book 'Dismantling America'.” Here is a video about the DHMO hoax mentioned in Thomas Sowell’s video above:

Who First Alerted the World to the Dangers of Dihydrogen Monoxide?

<https://www.youtube.com/watch?v=zlvrqxQ6bel&t=485s>



“A major component of acid rain, an accelerator of corrosion and the rusting of metals, found in the tumors of cancer patients, a contributor to the greenhouse effect, fatal if inhaled, and capable of causing serious burns in the right circumstances, colorless, odorless and tasteless dihydrogen monoxide DHMO (Water) is responsible for thousands of deaths each year.”

Woke Math Education Reform Is Too Dangerous To Ignore | Opinion – 12/8/2021

<https://www.newsweek.com/woke-math-education-reform-too-dangerous-ignore-opinion-1656527>



“More than 700 educators, engineers and scientists, including winners of the Turing Award in computing and Nobel laureates, have signed an open letter about the future of K-12 math education. They are alarmed by the dangerous trend of woke reform in public schools. Their letter warns this trend will negatively affect students and the U.S. economy in the long run.

The letter's signatories are especially concerned about the newly revised California Mathematics Framework (CMF), a document that aims to radically reform K-12 mathematics education in the name of equity. CMF is problematic in many respects, but what troubles educators and scientists most is its proposal to postpone Algebra I to 9th grade and encourage more students to take a less rigorous "data science" pathway for grades 9-12.

A U.S. Department of Education study found that the timing of Algebra I matters. Algebra I is a "gatekeeper" course, laying the foundation for students to take higher-level mathematics and science courses. Research confirms that "early access to Algebra has an effect beyond simple increased knowledge measures and, in fact, may 'socialize' a student into taking more mathematics, regulating access both to advanced coursework and increased achievement in high school." No wonder countries such as China and Singapore teach algebra as early as 6th grade. Those countries' students consistently outperform U.S. students in math.”

“Taking Algebra I at 8th grade or earlier allows students sufficient time to take more advanced mathematics courses later in high school. These courses are usually prerequisites for science, technology, engineering and mathematics (STEM) majors in college and future careers in STEM fields. The latest data from the National Association of College and Employers shows that college graduates who majored in STEM earn much higher salaries than the national average earnings for all college graduates. Early access to Algebra I set many students on a path to financially rewarding careers.”

“One factor contributing to the achievement gap in math between white and black students and between white and Latino students has been a lack of advanced math classes in schools where minorities make up the majority of the student body. The U.S. Department of Education's Office for Civil Rights found in 2014 that "a quarter of our public high schools with the highest percentages of black and Latino students do not have any Algebra II courses." Research by Johns Hopkins University's School of Education concluded that offering challenging content such as Algebra I plays a vital role in closing achievement gaps between racial groups and would benefit low-income children in particular.

For more than a decade, California led the nation in both the offering and the enrollment of Algebra I classes for 8th graders—and achieved impressive results. By 2013, two-thirds of students took Algebra by 8th grade, up from only 16 percent in 1999. The achievement gaps between white and black students and between white and Latino students narrowed.”

To increase “equity”, they are hurting students of color by dumbing things down even when the facts are against them. I don’t live in California anymore but as with many things, this cancer spreads from the coasts into the rest of the country. My home state of Utah is jumping on the “equity bandwagon” and parents everywhere need to understand the shift taking place in public schools. Truth comes second! The open letter mentioned at the beginning of this article can be found here:

Open Letter on K-12 Mathematics - 6/4/2022

<https://sites.google.com/view/k12mathmatters/home>

<https://archive.ph/FZaCX>



“We write to express our alarm over recent trends in K-12 mathematics education in the United States. All of us have first-hand experience of the role that clear mathematical thinking has played in advancing information technology and American economic competitiveness. We all also share the urgent concern that the benefits of a robust mathematical education, and the career opportunities it opens up, should be shared more widely between students of all backgrounds, regardless of race, gender, and economic status. We fully agree that mathematics education “should not be a gatekeeper but a launchpad.”

However, we are deeply concerned about the unintended consequences of recent well-intentioned approaches to reform mathematics education, particularly the California Mathematics Framework (CMF). Such frameworks aim to reduce achievement gaps by limiting the availability of advanced mathematical courses to middle schoolers and beginning high schoolers. While such reforms superficially seem “successful” at reducing disparities at the high school level, they are merely “kicking the can” to college.

While it is possible to succeed in STEM at college without taking advanced courses in high school, it is more challenging. College students who need to spend their early years taking introductory math courses may require more time to graduate. They may need to give up other opportunities and are more likely to struggle academically. Such a reform would disadvantage K-12 public school students in the United States compared with their international and private-school peers. It may lead to a de facto privatization of advanced mathematics K-12 education and disproportionately harm students with fewer resources.”

“Another deeply worrisome trend is devaluing essential mathematical tools such as calculus and algebra in favor of seemingly more modern “data science.” As STEM professionals and educators we should be sympathetic to this approach, and yet, we reject it wholeheartedly. The ability to gather and analyze massive amounts of data is indeed transforming our society. But “data science” - computer science, statistics, and artificial intelligence- is built on the foundations of algebra, calculus, and logical thinking. While these mathematical fields are centuries old and sometimes more, they are arguably even more critical for today’s grand challenges than in the Sputnik era.”

“We call on national, state, and local governments to involve college-level STEM educators and STEM professionals in the design of K-12 mathematics and science education curriculum, set the following as explicit goals, and allocate resources to help school districts meet these goals:

- 1. All students, regardless of background, have access to a math curriculum with precision and rigor, and that would enable them to pursue STEM degrees and careers if they so choose.**
- 2. Far from being deliberately held back, all students should have the opportunity to be nurtured and challenged to fulfill their potential. This is not only for their own benefit but also for society and the nation’s economic competitiveness.”**

“While the US K-12 system has much to improve, the current trends will instead take us further back. Reducing access to advanced mathematics and elevating trendy but shallow courses over foundational skills would cause lasting damage to STEM education in the country and exacerbate inequality by diminishing access to the skills needed for social mobility.”

The signatory count is now up to 1,786!

“Signatories

Total: 1786 as of June 4, 2022

(Affiliations are provided only for the purpose of identification)

Signers are limited to US-based current or former professionals in STEM and quantitative fields: Faculty, educators, researchers, practitioners (science, technology, engineering, medicine, quantitative economics, investment).”

The California Mathematics Framework (CMF) would harm the very children it claims to help. Read the last line in the petition. “Reducing access to advanced mathematics and elevating trendy but shallow courses over foundational skills would cause lasting damage to STEM education in the country and exacerbate inequality by diminishing access to the skills needed for social mobility.” The state wants to look like its helping children even if it hurts them Can you see that?

Professor Suspended for Rebuffing Request to Give Black Students Easier Final Exam Sues UCLA – 10/1/2021

<https://www.newsweek.com/professor-suspended-not-giving-black-students-easier-final-exam-sues-ucla-1634873>

<https://archive.ph/b0bQ9>



“The incident that spurred the lawsuit began on the morning of June 2, 2020, when he received an email from who he said was a non-Black student asking that Klein grade Black students with greater "leniency" in the wake of Floyd's death and the civil unrest that followed. "We are writing to express our tremendous concern about the impact that this final exam and project will have on the mental and physical health of our Black classmates," the student wrote, according to Klein. The student, whose name was not released, then requested a "no harm" final exam, meaning that it would only count if it

helped a student's grade. Klein said that while he supports the university's "Equity, Diversity, and Inclusion" agenda that the student used to make his case, he felt that agenda violated the California Constitution's prohibition of "race-based preferences in public education."

The professor added that he was "shocked by the student's email" and felt it was "deeply patronizing and offensive to the same Black students he claimed to care so much about." In response, Klein emailed the student, and asked: "Are there any students that may be of mixed parentage, such as half black half-Asian? What do you suggest I do with respect to them? A full concession or just half? Also, do you have any idea if any students are from Minneapolis? I assume that they are probably especially devastated as well."

I am thinking that a white student from there might possibly be even more devastated by this, especially because some might think that they're racist even if they are not." "I thought this would do it and we'd move on with the class final and, just as important, summer break. I was naive," Klein added.

He said that by the evening, students were calling for him to be removed from UCLA and a petition with 20,000 signatures circulated demanding that he be fired. Three days after the first email, Klein was suspended by UCLA."

"The professor alleged that the school was "rattled" not by the harassment targeted at him but because school administrators were worried about its reputation. Klein said he was left "confused and hurt" by their actions. Ultimately the UCLA's Academic Senate's Committee on Academic Freedom ruled that the case did not warrant an investigation because instructors are entitled to say no to requests for changes in the grading structure, and Klein was reinstated less than 21 days later."

UCLA is a public school so this is worth some examination. This is what "equity education" looks like. Notice the school administration didn't come to the aid of the professor but rather sacrificed him to achieve their political aims. Even if we have teachers standing for truth it doesn't matter because they are powerless against a system striving to earn woke points. Here is a link to his blog post which no longer opens from the article, thanks Wayback Machine.

Why I Am Suing UCLA – 9/30/2020

<https://web.archive.org/web/20211002011956/https://bariweiss.substack.com/p/why-i-am-suing-ucla>



"Anderson administrators were rattled, and for good reason. But not because of the fact that my life was now being threatened. The problem was Anderson's reputation. It hadn't granted an African-American professor tenure in decades. It had but a handful of tenured Latino professors. Black students made up about two percent of the student body. And men outnumbered women roughly two-to-one, leading many students to call Anderson the MANDerson School of MANagement. So, even though a university administrator made it clear the university could not take any action against me — on the grounds that there was no known cause for taking such action — Anderson's Dean Antonio Bernardo took matters into his own hands. He apparently reasoned that a well-timed publicity stunt might distract attention away from the school's reputation as an inhospitable place for

persons of color — to say nothing of its plummeting rankings in U.S. News and World Report and Bloomberg Businessweek.

Without any deliberation I was aware of, Bernardo suspended and banned me from campus. Then, like a well-choreographed dance, the Anderson administration started attacking my character on social media. As I documented in my legal claim, on June 3, one day after I received the first email, the Anderson School's Twitter account sent out a message: "Respect and equality for all are core principles at UCLA Anderson. It is deeply disturbing to learn of this email, which we are investigating. We apologize to the students who received it and to all those who have been as upset and offended by it as we are ourselves." This implied I didn't believe in equality for all — when that was exactly what I believed and continue to believe. Judson Caskey, who oversees the accounting program at Anderson, was tasked with monitoring my outgoing emails. I had been deemed radioactive.

I was confused and hurt. From the start, my whole point had been that all students, irrespective of skin color, should be treated the same. And now...this?"

These vipers will turn on a good teacher and sacrifice them to the gods of wokeness in a second! How many good teachers might just buckle and run away from something like this? Bravo to this professor for knowing the law and fighting the system. This is a tax-funded public institution promoting racism.

What is CNN 10?

<https://www.cnn.com/2013/07/22/studentnews/sn-what-is-student-news/index.html>
<https://archive.ph/AHfN7>



"Explaining global news to a global audience: This is the mission of CNN 10, a 10-minute news show that appears as a daily digital video on CNN.com. CNN 10 replaced CNN Student News, the network's longest-running show that first aired in 1989. CNN 10 serves an audience interested in compact on-demand news broadcasts - either on the go or in the classroom. The show's priority is to identify stories of international significance and clearly describe why they're making news, who is affected, and how the events fit into a complex, international society. The show maintains a neutral position on controversial topics. It seeks to provide multiple viewpoints, clear illustrations, and general overviews instead of graphic descriptions."

A digital video huh? That makes a lot of sense;) Compact on-demand new broadcasts that last 10 minutes are perfect for the classroom. However, it reinforces the belief that you can gain an understanding of complex geopolitical, scientific, or economic issues without much effort. I think training children to watch the Cliff notes version of the news is dangerous and irresponsible. One of the biggest reasons for the degradation of our American society is because of adults assuming they're "informed" by watching network news bytes. Watching this in a school setting gives unwarranted credibility to CNN and this type of information consumption.

If a teacher is using CNN as a teaching tool the child watching will assume this is the correct way to find out what is going on in the world. It isn't! When a news network like CNN says that they're maintaining a neutral position on controversial topics it makes me laugh. I'd write the same thing if it were Fox news making the claim. CNN is famous for its bias and it's being watched in classrooms around the country.

<https://www.youtube.com/watch?v=Wiey1BUNTbc>



Look at the comments on their Youtube channel linked above. Most comments are asking for shout-outs for their state-run indoctrination facility. "The show's priority is to identify stories of international significance and clearly describe why they're making news, who is affected, and how the events fit into a complex, international society." Who decides what is significant and enough to be given air time? CNN claiming that they will teach your child how events fit into a complex, international society translates to let us tell you what to think about X event because it's too complex for you to understand it any other way. Emphasizing international topics makes me think of the UN's effort to create global citizens but I'm sure it isn't related at all;)

Another point I'd like to make is that neutrality isn't always a virtue. The purveyors of modernity certainly don't like to see things through a lens of right and wrong. Everything must be nuanced gray area these days. Claiming the virtue of neutrality tells me they have an agenda. The video below is titled "Where Will The Space Station Splash Down?" and features 2 minutes of content about the space station but it begins with "Russia bad Ukraine good". Then the last half of the video talks about cooler screens which of course site Tik Tok creators.

I don't think cooler screens are internationally significant. I watched several other videos on their channel and found titles that didn't mention the Ukraine situation but then a big part of the video connected gas or food prices to Ukraine. Why not call the channel "CNN Ukraine good Russia bad"? Most children get enough screen time at home and school. Watching network news at school is kind of a waste of time at best and damaging at worst.

Alpine school district budget and project costs:

From Amber Bonner's blog. She is serving on the Alpine school district board of education.

<http://www.amber4asd.org/2019/08/2016-asd-bond-update.html>

<http://archive.today/UG1Ds>



"In 2016, the voters in Alpine School District voted to pass a \$387 million dollar bond that would facilitate construction of new schools throughout the district while also providing funds for property purchases (for future schools) and remodeling and rebuilding of several existing facilities. At the time, budgeted amounts for those projects were forecasted with our best estimates of what the construction costs would be. Over the last four years, there has been a significant increase in the cost of land and also in construction costs. This is an unprecedented increase, and we did not budget for this much of an increase. Because of this, several of our projects have gone over budget.

The last phase of the bond, for \$73 million is due to begin in January 2020. Because of the increase in costs, nearly \$33 million of those funds will need to be used to finish current projects. This means that we will not have the money to be able to complete all of the projects that were supposed to be in the fourth phase, with \$40 million remaining. On August 1, 2019, we had a lengthy study session where we discussed this shortage and what we could do about it.”

Projects that increased in the budget:

Property purchase prices increased significantly for all purchases

Cedar Valley High School: \$73 million/ \$79.9 million

Brookhaven Elementary: \$16.5 million/\$18.7 million

Belmont Elementary- approx. \$2 million over projections

Mountain View High School (renovation): \$6 million/\$8.7 million

Liberty Hills Elementary: \$17.2 million/ \$19 million

Lake Mountain Middle School: \$40 million/\$48.2 million

They went over budget 23.8 million dollars on these projects so far and that could go up since not all projects are complete. Now they are going to be 40 million short on remaining projects so they are scrambling to figure out what to do!! If a school district is going to go into debt they better know how much everything will cost. Who is doing the cost analysis and writing the contracts for these projects? This is borrowed money we will have to pay back. There is no way I could ask my customers to pay the bill if my costs are so much more than what I projected. If they can't manage funds better than this perhaps they shouldn't be in a position to manage it. If they can't be trusted with finances then why should they be entrusted with educating our children?

They're in a fantasy land where borrowing more money and or rising taxes is a simple way to fix any problem. Our new high school is way more than we need. They spent hundreds of thousands of dollars over budget on interior furnishing so they could make an aviation-themed high school. This is a breach of trust. We should hold them to a higher standard. Going over on one or two projects might be understandable but one of these projects was over budget by 20%+. Now we should trust these same people to guide hiring and firing staff, and teachers, guiding curriculum, and testing our kids? NO! If I bought stock in a company and they were making really bad moves I would sell, wouldn't you?

Interview: New superintendent of Alpine School District – 6/25/2021

<https://lehifreepress.com/2021/06/25/interview-new-superintendent-of-alpine-school-district/>

<https://archive.ph/0Qxsd>



“SF: Growth is a positive factor. Growth brings sunshine. Building schools has a significant positive influence in an area. It is a challenge we enjoy. Declining enrollment in areas of the District where schools need to be consolidated is not an easy or pleasant responsibility.

We have a team that has developed strategies to deal with growth and decline in all areas of the District. We discuss with city officials the patterns of development. We do a lot of groundwork to get the statistics right. We have a .01% margin of error in our calculations over time and have developed algorithms with developers to project growth needs. We are five years out with our projections. With secondary schools we are 8-10 years out. Cities are very transparent in growth projections. We meet every two months with city officials from Saratoga Springs, Lehi, and Eagle Mountain.”

Does growth bring sunshine? Growth can be positive but more likely it involves many trade-offs. They have a .01% error in their project growth calculations. Too bad there isn't a magic algorithm that can keep a school project within budget. Read what the new superintendent said and then read the story just before this one. Alpine school district is over budget by tens of millions of dollars! How could they have known right? This man is getting paid a lot of money to ensure things run smoothly.

“LFP: As ASD becomes more and more diverse in terms of social-economic levels, ethnicity and educational attainment, how does the District plan to address these differences?

SF: We have created a new cabinet position: Administrator of Equity, Inclusion, and Student Support. There will be additional efforts to work with our minority population. Our goal is to see that all students achieve. The person hired is someone on our team who sees through this lens. We want all students to have the same levels of achievement and expectations. We are also attracting and retaining teachers of all different ethnic backgrounds and life experiences.”

He's clearly on board with the push for equity training. They are paying this hyphenated "Administrator of Equity" nearly \$123,000 to see through the lens of equity. He says, "We want all students to have the same levels of achievement and expectations." That's impossible and not even desirable. Children are different so why wouldn't seeing some students achieve at higher levels in some areas be ok? Public school is often criticized for wanting to mass produce students that are educated with system-defined parameters and end up as alike as possible. This super just reinforced this stereotype with a comment like that. The Utah State Board of Education spells out exactly what the system-defined parameters of a graduate include on their POG (portrait of a graduate) page:

<https://schools.utah.gov/portraitgraduate>

<https://archive.ph/UDKMo>



**“Utah's Portrait of a Graduate
Overview**

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.”

The superintendent is answering like a true politician. Go watch the video titled “CRT, SEL, & WOKE Experimentation on your Kids in Utah Schools – 4/18/2022” for more about POG and how Utah is investing heavily in equity vs. equality. This super is ready to make changes!

‘It’s shocking for parents:’ How one bill will reduce expensive student fees in Utah schools – 2/10/2022

<https://www.sltrib.com/news/education/2022/02/10/utah-parents-will-save/>

<https://archive.ph/uc0Uk>



“Saving up to pay school fees each August will be easier for parents in Utah under a new bill presented to the House Education Committee Thursday. HB211 would prevent schools from charging a fee for almost all in-school activities, sponsor Rep. Adam Robertson, R-Provo, told the committee. Parents would still have to pay fees for their student to participate in extracurricular activities, like athletic teams or clubs. The bill was unanimously approved by the committee and is headed to the House. “It’s shocking for parents, particularly from out of state when they come to Utah, and suddenly that first day of school, they have a huge bill,” Robertson said. “Often, it’s hundreds of dollars per student. Now, we won’t eliminate all of those, but a substantial portion of that would be eliminated.”

At Timpview High School, where Robertson’s children attend, each student is required to pay a \$100 general fee. There are many other schools throughout the state that charge a general fee between \$50 and \$110 per student, Robertson said. Schools can also charge individual course fees for required classes, locker fees and fees for textbooks.”

“Robertson said he considered asking to compensate schools for the lost funding through a special program, but realized that route would restrict how schools use the money. Instead, the money will be distributed through the WPU, or weighted pupil unit, the metric which the Legislature uses to distribute per-pupil funding. WPU funds are mostly used to pay for employee salaries, committee member Rep. Carol Spackman Moss, D-Holladay, noted. But Robertson said funding through WPU would give the most flexibility for schools to buy supplies and textbooks they would have previously relied on fees to fund.”

Rep. Robertson wanted to increase the WPU portion of the Utah education budget to offset the loss of income paid by parents for school fees if this bill passed. Doesn’t that just change who parents write the check to? Those fees will be paid with tax dollars and those tax dollars come from the tax payers either directly or through business taxation. If businesses pay more they have to charge more for their products and services. Either way, we still have to pay. If the bill passed we would give credit to politicians for saving us from school fees.

It did not pass. With ideas like this no wonder the system fails. You’ll be asked to pay for it whether you homeschool or not. You don’t even need to have children to help pay for this. The myth goes something like this. We all benefit from a free public ed system so we must all do our part to pay for it. As if without a public ed system we’d be forced to live in a mad max scenario with a population of idiots. The idea that the public school system damages society is obviously a conspiracy (sarcasm).

What did Utah Legislature do — and not do — for education in 2022? – 3/9/2022

<https://www.ksl.com/article/50364644/what-did-utah-legislature-do--and-not-do--for-education-in-2022>

<https://archive.ph/o6qbo>



“SALT LAKE CITY — Utah lawmakers appropriated record funding to Utah's public schools during the state Legislature's just-concluded general session, increasing the education budget by \$383 million in ongoing revenue, up 9% over the previous year. The lion's share of the increase was a 6% bump to the value of the weighted pupil unit, the basic building block of education funding in Utah. Lawmakers also appropriated \$10 million for teacher bonuses, an acknowledgment of the additional responsibilities brought on by the COVID-19 pandemic. They also approved a one-time \$64 million increase for paid professional hours for teachers under HB396, which was a priority for the Utah Education Association.

"We're so excited about that bill's passage and what that's going to mean for our licensed educators. We can't make more hours in the day, but we can certainly respect it, and the Legislature has respected that request," said UEA President Heidi Matthews.”

So the system pumped up the 6 BILLION dollar budget by 9% in a single year and most of that went to an increase in the WPU (weighted pupil unit)? Remember in the last story how HB211 and how it was to be paid for by an increase in the WPU? There are still school fees for parents but WPU was increased by 6%.

“Robertson vowed to continue to work on school fees legislation and funding. The bill passed in the House by a wide margin but was not considered in the Senate. He said he is deeply concerned about the accountability for school fees, particularly the "general fees" that can range from \$65 to \$120.

"What is that used for? I will dare say it's a slush fund used for a variety of things. It has no oversight and it can be used for everything, like a pep rally. Parents are paying for a general fee for that? That's wrong," Robertson said.”

So the schools will still collect \$50+ million in fees for a slush fund paid for by parents and parents will pay for the budget increase anyway? Sweet! I'd be willing to bet teachers will still be requesting donations of pencils, crayons, and hand sanitizer as well as paying for classroom supplies out of their own pockets. For \$6 BILLION that stuff should be covered. Perhaps they could stop paying \$100k per year for admin and start funding teachers and supplies. Perhaps they could hit new school building budgets within 10% instead of missing the target by a mile.

Perhaps they don't need the excessively expensive temples of education being built all over the state each year. Perhaps people will wake up and realize the ROI on public school sucks and has for years. See the story later in this paper about how the New York school system is paying \$30k per student with horrible results. The public school system is a fraud and doesn't represent what we are capable of in this country. It represents what we are willing to accept. Money can't fix the problems the system refuses to face in any real sense. Public school isn't even a good model for a daycare. It's worth noting that all who allow this system were educated by it. You don't think that's an accident, do you?

NYC pays ‘rubber room’ teacher \$1.7M over 20 years after sex abuse claims – 11/2/2019
<https://nypost.com/2019/11/02/nyc-pays-rubber-room-teacher-six-figures-20-years-after-sex-abuse-claims/>
<https://archive.ph/4u2HI>



“Aryeh Eller taught orchestral music at Hillcrest High School in Queens for just two full years before being suspended in November 1999 for allegedly harassing female students with sexual comments and touching. He asked girls to lift their shirts to show him their butts, lewdly remarked on their breasts, hugged and kissed them and claimed that he “had a hard time teaching” with the way they dressed, investigators found. He even admitted having a “crush” on a teen. But blundering educrats called investigators too late. Eller had reached tenure by the time he was brought to trial, where a hearing officer tossed the case on a technicality. And city lawyers failed to appeal. Unwilling to allow him around kids, the Department of Education simply warehoused him.”

If you haven't read about NYC's famous rubber rooms let this be your introduction. Not only is this unfair to falsely accused teachers but the system allows tax dollars to continue to pay the guilty. I've also read stories of administrators using the system to punish teachers or avoid helping them improve. NYC is not the only place to pay teachers in limbo. What a sick and wasteful system! I wasn't sure to add this to the fraud, waste, and abuse section or the sexual abuse section...

Student suspended for recording teacher – 3/26/2015
<https://www.youtube.com/watch?v=GGT16P7Wnwc>



“A St Lucie County student says she was suspended this week for trying to defend a classmate.”

This story is about a student who witnessed a teacher bullying another student. The teacher told the student, “don't let my size fool you, I will drop you!” The principal said that her video is illegal because there is “an expectation of privacy in a classroom.” I'm not a lawyer but recording a teacher threatening a student has to be reported. The little girl said she knows nobody will believe a student over a teacher if there's no evidence. She's right! The district is hiding behind public recording laws. If the school has cameras on students the students can do the same. How about instead of coming down on the student the district could investigate the video and deal with law-breaking in order of severity? Threatening a student is much worse than recording a teacher's voice in a classroom even if recording was illegal. The people involved aren't deserving of the trust and supervision of children.

7/4/2022 - I found the following text in my local elementary schools handbook. Look at the last paragraph. They seem ready to invoke a similar claim situation as the story above. There are legitimate concerns about kids on cells phones during class but their rules also preclude students taking video of a teacher doing something wrong. I didn't include it but it does go on to discuss the expectation of privacy in the bathroom but as you will read in the following story there are times when it is appropriate to use a cell phone defensively.

CELLULAR PHONES AND OTHER ELECTRONIC DEVICES

Telephones are available in each classroom and in the school office for students to use with permission from a teacher. Students are not allowed to use cellular phones and other devices (iPods, etc.) during school hours. This includes class time, recesses, and lunch. This does not prohibit students from their use under proper circumstances. The Alpine School District Board of Education recognizes the value of electronic communication devices as a learning tool. Devices should be used under the direction of the teacher. At Mountain Trials, this means that a teacher or administrator gives direct, limited permission and is present to supervise and monitor use.

Student phones must be kept in the “off “ position and put away during school. Faculty and staff may confiscate phones and other electronic communication devices from students who violate this policy. The device may be returned to the student at the closing of the day, or arrangements made for parents to pick it up. We strongly urge that students not bring games, mp3 players, and other items that may get lost or stolen.

When a student is scheduled to be in class or involved in a regular school activity, it is a violation of policy for the student to have in his or her possession any electronic communication device or camera which is in the “on” position and ready to receive, send, capture, or record any communication, visual, image, sound, text, or voice message or other information.

Student suspended after posting a picture of discolored water coming from school sink – 9/24/2016

<https://www.youtube.com/watch?v=BzT4HruZTbA>



“Hazel Juco says she posted the picture on Facebook and Twitter for using electronics in the bathroom at school.”

Here is another case of public school admin trying to use policy or law to hide something worse. The superintendent gets involved and everything works out. Why can't the school admin just fix the water? This poor girl seemed so happy when she heard the super was removing the suspension from her record. What a joke! Why should this girl have to be worried about “her record” like that? Probably because she thinks it might impact her college transcript. The admin wasn't doing their job so they punish a student. Good for all of the girls who took bathroom selfies to show support. This was a win but if the superintendent wanted to let it stick it certainly would. The bathroom photography rule is for inappropriate pictures, not building issues and the school admin knows it. This is evidence of more school admin who aren't deserving of student or parental trust.

The NSBA Letter Saga of 2021 – An attempt to use the FBI to chill speech at school board meetings

<https://web.archive.org/web/20210930100929/https://nsba.org/-/media/NSBA/File/nsba-letter-to-president-biden-concerning-threats-to-public-schools-and-school-board-members-92921.pdf>



Here is the original link to the NSBA letter. They took it down after they took so much heat over it. Thank goodness for the Wayback machine.

<https://nsba.org/-/media/NSBA/File/nsba-letter-to-president-biden-concerning-threats-to-public-schools-and-school-board-members-92921.pdf>



A summary of this situation goes something like this. Parents started showing up to school board meetings during the pandemic. Many of the parent testimonies dealt with mask mandates. Later topics such as critical race theory, social emotional learning, and the sexualization of children in public schools became prominent. Many parents were demanding answers and action. In many cases, parents were silenced due to reading pornographic books found in school libraries, see this journal for details. Cutting mics and talking down to parents became common. Many parents showed their displeasure at the lack of answers and actions. I believe the NSBA was hearing from school board members who didn't appreciate demands for answers.

Nobody likes to be called out by parents who are paying attention. The head executives at the NSBA decided to start a dialogue with the white house by penning a letter to President Biden asking for federal law enforcement entities to get involved in something local law enforcement would typically have the ability to deal with. They wanted the threat of FBI involvement to chill free speech at school board meetings. If parents know they might be marked with an FBI EDU threat tag they might just go along with the crazy program. The focus of the letter was that violence against board members and teachers was a real concern. I find it ironic that they are calling out parents for threats of violence and yet they help run a system that fosters the abuse of children on a massive scale. I'll add my comments throughout the letter below.

“September 29, 2021

**The Honorable Joseph R. Biden
President of the United States
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500**

Re: Federal Assistance to Stop Threats and Acts of Violence Against Public Schoolchildren, Public School Board Members, and Other Public School District Officials and Educators”

Nobody is threatening schoolchildren. On the contrary, parents are trying to defend them. Furthermore, they are not “schoolchildren” they are children. Location does not change who a child is but I find it interesting they use this term as if they are making a claim on children. Of

course, violence should be prosecuted when and if it exists but local law enforcement can handle that. Getting the FBI involved chills parental speech and makes it seem as if we have an epidemic of violence at school board meetings. I've shown a massive amount of sexual abuse by educators and even school board members. Where is the call for the FBI to stand up for children?

“Dear Mr. President:

America’s public schools and its education leaders are under an immediate threat. The National School Boards Association (NSBA) respectfully asks for federal law enforcement and other assistance to deal with the growing number of threats of violence and acts of intimidation occurring across the nation. Local school board members want to hear from their communities on important issues and that must be at the forefront of good school board governance and promotion of free speech. However, there also must be safeguards in place to protect public schools and dedicated education leaders as they do their jobs.”

This letter is an act of intimidation. There are safeguards in place. They are known as police...

“NSBA believes immediate assistance is required to protect our students, school board members, and educators who are susceptible to acts of violence affecting interstate commerce because of threats to their districts, families, and personal safety. As our school boards continue coronavirus recovery operations within their respective districts, they are also persevering against other challenges that could impede this progress in a number of communities. Coupled with attacks against school board members and educators for approving policies for masks to protect the health and safety of students and school employees, many public school officials are also facing physical threats because of propaganda purporting the false inclusion of critical race theory within classroom instruction and curricula.1”

Violence affecting Interstate commerce? That's an odd claim. How dare anyone get in the way of "covid recovery operations"? I thought the public school system was 100% in support of critical thinking. Apparently not if it conflicts with the "experts". The assumption that masks are how you stay safe or that children are at risk from covid is pretty easy to debate. Anyone paying attention can see the "evolving science" over the pandemic. When the government and media consistently lie through the entire pandemic why should parents continue to blindly obey? School board members good parents bad... I think that the last line was a typo. It should have said "inclusion of false critical race theory", not "false inclusion of critical race theory". Propaganda is certainly something these people have a lot of experience with. CRT is being taught in schools. It doesn't need to be in curricula to be taught but it is found in curricula as well. How can the NSBA be unaware of CRT curriculum?

“This propaganda continues despite the fact that critical race theory is not taught in public schools and remains a complex law school and graduate school subject well beyond the scope of a K-12 class. On behalf of our state associations and the more than 90,000 school board members who govern our country’s 14,000 local public school districts educating more than 50 million schoolchildren, NSBA appreciates your leadership to end the proliferation of COVID-19 in our communities and our school districts. We also appreciate recent discussions with White House and U.S. Department of Education staff on many critical issues facing public schools, including threats school officials are receiving.”

They're just wrong. The irony is several school boards threatened to leave the NSBA over this letter. Many others voiced their concerns about the chilling effect this might have on speech.

“1 The Armed Conflict Location & Event Data Project (ACLED), “Fact Sheet: Demonstrations over Critical Race Theory in the United States,” July 14, 2021, https://acleddata.com/acleddatanew/wp-content/uploads/2021/07/ACLED_Fact-Sheet_CRT-Demos_2021.pdf.”

I found this text in the ACLED link provided by the NSBA above:

“Yet, despite its prominence within mainstream media and in state legislatures, CRT’s effect on demonstration trends within the United States has been limited compared to movements such as Black Lives Matter (BLM), Stop Asian Hate, and Cancel the Rents.³ ACLED records 78 total demonstration events related to CRT as of early July 2021. This is fewer than 1% of all demonstrations recorded in the country since the first CRT-related demonstration was recorded on 30 October 2020 in Lewiston, Maine. Additionally, although nearly 70% of CRT-related demonstration events occurred in June 2021, they still account for fewer than 5% of all demonstration events reported around the United States that month. CRT-related demonstrations have largely been independent from other protest movements.

For instance, .fewer than 5% have included demonstrators associated with the BLM movement. Teachers and students account for the largest portion of associated actors, having participated in over 25% of all CRT-related demonstration events, 95% of which have been in support of teaching CRT in schools.”

Here is another quote from the same NSBA-linked source:

“In at least three events, militias and other militant right-wing actors have directly reacted to the perceived threat of CRT — engaging in 6% of anti-CRT protests in the country —though all anti-CRT events involving these actors have remained peaceful.”

CRT demonstrations made up 1% of all demonstration events and CRT demonstrations are limited compared to other demonstrations like BLM. BLM is CRT! Militant right-wing actors are described as “remaining peaceful”. That sounds very dangerous. That ACLED probably wasn’t the best way to illustrate the violent threat posed by anti-CRT parents.

“In addition, we applaud your actions to restore resources to school districts that have not yet received their education stabilization funding through the Project SAFE (Supporting America’s Families and Educators) grant program for coronavirus recovery efforts, including the use of face masks and other precautions to help prevent COVID-19 infections among students and educators. Now, we ask that the federal government investigate, intercept, and prevent the current threats and acts of violence against our public school officials through existing statutes, executive authority, interagency and intergovernmental task forces, and other extraordinary measures to ensure the safety of our children and educators, to protect interstate commerce, and to preserve public school infrastructure and campuses.”

Are they asking for executive orders to be issued? Why is the NSBA concerned with interstate commerce? They are writing as if parents want to burn down schools. Brown nosing the president and linking emergency measures from a 100-year pandemic and then insinuating that we have a new shared threat in the form of angry parents is laughable if it wasn’t for the impact the NSBA was trying to make.

“While local and state law enforcement agencies are working with public school officials in several communities to prevent further disruptions to educational services and school district operations, law enforcement officials in some jurisdictions need assistance – including help with monitoring the threat levels. As these threats and acts of violence have become more prevalent – during public school board meetings, via documented threats transmitted through the U.S. Postal Service, through social media and other online platforms, and around personal properties – NSBA respectfully asks that a joint collaboration among federal law enforcement agencies, state and local law enforcement, and with public school officials be undertaken to focus on these threats.2

If local law enforcement needs help I think they can make the call to the FBI. The link to the Heraldnet story below is pretty one-sided. I didn't read about any acts of violence in that story. Here is a snapshot of the story:

“The conduct on display at a recent Marysville School Board meeting is disturbing and infuriating, particularly so for parents and students who are eager for a return this month to in-classroom instruction that was largely denied them for much of the last two school years during the coronavirus pandemic.

From the author of this journal: The parents aren't getting in the way of opening up, the governor, superintendent, and school board kept kids from in-person school. This editorial tries to frame parents as the hold-up to in-person school. This editorial calls these parents' behavior infuriating. So the editor can be infuriated but not parents? END

But it's also maddening for the troubling lack of respect shown by local elected officials and school district employees whose job it is to deliver quality education to public school students while ensuring the safety of students, teachers, staff, and the public.

And it should be recognized for what it is: a threat to public meetings and local democratic decision-making.

Two weeks ago, as reported last week by The Herald's Joseph Thompson, a group of protesters, organized by a nationwide group calling itself Unmask Our Kids, held a demonstration outside the Marysville School District offices, during a scheduled workshop and regular meeting of the Marysville School Board. Before the board's regular meeting, protesters demonstrated against Gov. Jay Inslee's recent orders requiring students, teachers, and staff to wear facemasks indoors and mandating vaccinations for teachers and other school employees. While members of the public were allowed into the meeting, others were barred from entering because they had not signed up in advance or had refused to wear masks as required.

Disruptions outside the meeting room, including protesters banging on windows, forced a recess of the meeting. Then, as shown in a Facebook Live recording, protesters, in reaction to a vote by board members to adjourn, begin yelling obscenities. “You f***ing cowards,” erupts one man. “Get back here and do your f***ing job,” another yells. As the shouting continues, one man, grasping a U.S. flag on a flagpole walks quickly to the dais to confront board members, followed by Marysville police officers who step between the man and board members. “Yeah, run away,” taunts a protester, as board members file out of the room. “Go lick Inslee's boot,” says one. As board members left the room, an object is thrown in their direction.”

Shutting out parental voice is a greater threat to “local democratic decision making” than parents demanding answers. It shows a lack of respect for voters to shut them out of meetings over a mask or force pre-sign up in order to speak. Let those who wish to wear a mask do so. If they work they are fine. If they don’t then why enforce them? This is far from a terroristic threat. Their job is to listen to the voters. They failed to properly do this. Yelling is not against the law and hiding from voters is cowardly. The school board said they had no power to defy mask mandates because the superintendent would take away funding. They still had a choice. Do what the voters want and when/if funding gets pulled go up the chain until a change is made.

NSBA specifically solicits the expertise and resources of the U.S. Department of Justice, Federal Bureau of Investigation (FBI), U.S. Department of Homeland Security, U.S. Secret Service, and its National Threat Assessment Center³ regarding the level of risk to public schoolchildren, educators, board members, and facilities/campuses. We also request the assistance of the U.S. Postal Inspection Service to intervene against threatening letters and cyberbullying attacks that have been transmitted to students, school board members, district administrators, and other educators.

As these acts of malice, violence, and threats against public school officials have increased, the classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes. As such, NSBA requests a joint expedited review by the U.S. Departments of Justice, Education, and Homeland Security, along with the appropriate training, coordination, investigations, and enforcement mechanisms from the FBI, including any technical assistance necessary from, and state and local coordination with, its National Security Branch and Counterterrorism Division, as well as any other federal agency with relevant jurisdictional authority and oversight. Additionally, NSBA requests that such review examine appropriate enforceable actions against these crimes and acts of violence under the Gun-Free School Zones Act, the PATRIOT Act in regards to domestic terrorism, the Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, the Violent Interference with Federally Protected Rights statute, the Conspiracy Against Rights statute, an Executive Order to enforce all applicable federal laws for the protection of students and public school district personnel, and any related measure.”

And there it is. The NSBA just called out the entire federal cavalry and they do want the president to issue executive orders. The NSBA blew this way out of proportion. Parents aren’t domestic terrorists. This is an effort to use the executive branch to shut down dissent. Outrageous indeed!

2 The Herald Editorial Board, HeraldNet, “Editorial: Mob’s actions at school board meeting unacceptable,” September 1, 2021, <https://www.heraldnet.com/opinion/editorial-mobs-actions-at-school-board-meeting-unacceptable/>.

3 U.S. Secret Service, National Threat Assessment Center, “Averting Targeted School Violence,” March 2021, <https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>.

As the threats grow and news of extremist hate organizations showing up at school board meetings is being reported, this is a critical time for a proactive approach to deal with this difficult issue. These threats or actual acts of violence against our school districts are impacting the delivery of educational services to students and families, as many districts receive federal funds and subsidies for services to millions of students with disabilities, health screenings and supplemental supports for disadvantaged students, child nutrition, broadband connectivity, educator development, school safety activities, career and technical education, and more. School board meetings have been

disrupted in California⁴, Florida⁵, Georgia⁶, and other states⁷ because of local directives for mask coverings to protect students and educators from COVID-19. An individual was arrested in Illinois for aggravated battery and disorderly conduct during a school board meeting.⁸ During two separate school board meetings in Michigan⁹, an individual yelled a Nazi salute in protest to masking requirements, and another individual prompted the board to call a recess because of opposition to critical race theory.”

Lies! Nobody is lacking services due to school board meetings. Arrest people who commit violence and allow free and open discourse to take place even if it turns heated. Yelling an opposing opinion is legal. And stop limiting the time parents have to speak. Figure out a way for all to be heard and then act in a way that is consistent with your constituents.

“4 Elizabeth Marie Himchak, Poway News Chieftain/ Rancho Bernardo News Journal, “Protesters disrupt Poway Unified board meeting, cause its adjournment,” September 9, 2021, <https://www.sandiegouniontribune.com/pomeroado-news/news/schools/story/2021-09-09/protesters-disrupt-poway-unified-board-meeting-force-its-ag>.

5 Ryan McKinnon, Sarasota Herald-Tribune, “Sarasota school board may limit public input after some meetings get disorderly,” September 20, 2021, <https://www.heraldtribune.com/story/news/education/2021/09/20/sarasota-school-board-may-limit-public-input-after-meetings-gone-wild/8417784002/>.

6 Alia Malik, The Atlanta Journal-Constitution, “Anti-mask crowd disrupts Gwinnett school board meeting,” May 21, 2021, <https://www.ajc.com/news/anti-mask-crowd-disrupts-gwinnett-school-board-meeting/IYO7R6GHJ5DTLEFCQHER7V3GBA/>

7 Julie Wootton-Greener, Las Vegas Review-Journal, “School board meeting turns contentious over COVID-19 policies,” August 12, 2021, <https://www.reviewjournal.com/local/education/school-board-meeting-turns-contentious-over-covid-19-policies-2418652/>.

WAVY.com, “Norfolk school officials, police monitoring threats made toward Norview schools,” September 21, 2021, <https://www.wavy.com/news/local-news/norfolk/norfolk-school-officials-police-monitoring-threats-made-toward-norview-schools/>.

WBTV-Charlotte, “Gov. Roy Cooper addresses ‘threats, bullying, intimidation’ at school board meetings over mask requirements,” September 21, 2021, <https://www.wbtv.com/2021/09/21/gov-roy-cooper-address-fight-against-covid-19-north-carolina/>.

8 WGEM, “Mendon man arrested following disruption at Unity School board meeting,” September 2, 2021, <https://wgem.com/2021/09/02/mendon-man-arrested-following-disruption-at-unity-school-board-meeting/>.

9 Steve Neavling, Detroit Metro Times, “Nazi salute, insults hurled at chaotic Birmingham schools meeting over mask mandate,” August 19, 2021, <https://www.metrotimes.com/news-hits/archives/2021/08/19/nazi-salute-insults-hurled-at-ruckus-birmingham-schools-meeting-over-mask-mandate>.

Kalie Marantette, WLNS.com, “Grand Ledge school board goes into recess due to public ‘disruption,’” June 16, 2021, <https://www.wlns.com/news/grand-ledge-school-board-goes-into-recess-due-to-public-disruption/>.

In New Jersey¹⁰, Ohio¹¹, and other states¹², anti-mask proponents are inciting chaos during board meetings. In Virginia¹³, an individual was arrested, another man was ticketed for trespassing, and a third person was hurt during a school board meeting discussion distinguishing current curricula from critical race theory and regarding equity issues. In other states including Washington¹⁴, Texas¹⁵, Wisconsin¹⁶, Wyoming¹⁷, and Tennessee¹⁸, school boards have been confronted by angry mobs and forced to end

meetings abruptly. A resident in Alabama, who proclaimed himself as “vaccine police,” has called school administrators while filming himself on Facebook Live.¹⁹

Contention isn't illegal. Local police did their job. Stop ending meetings and blaming it on “the mob”. Districts are inserting themselves between child and parent and that isn't ok. Most of the linked stories below are angry but non-violent situations. They want the FBI to have boots on the ground around the country.

10 Joe Strupp, Asbury Park Press, “NJ mask mandate for students sparks school board disruption, suspends meeting,” August 26, 2021, <https://www.app.com/story/news/education/in-our-schools/2021/08/26/nj-school-mask-mandate-sparks-disruption-boe/5585283001/>.

11 Maia Belay, Fox8, “Sheriff deputies called to tense Nordonia Hills school board meeting due to mask policy,” August 31, 2021, <https://fox8.com/news/sheriff-deputies-called-to-tense-nordonia-hills-school-board-meeting-due-to-mask-policy/>.

12 Pete Bannon, The Delaware County Daily Times, “Mask protest brings police to Garnet Valley School Board meeting,” August 25, 2021, Updated August 26, 2021, <https://www.delcotimes.com/2021/08/25/mask-protest-brings-cops-to-garnet-valley-school-board-meeting/>.

Brenley Goertzen, Salon.com, “Anti-mask mob swarms school board meeting,” August 12, 2021, <https://www.salon.com/2021/08/12/anti-mask-mob-swarm-school-board-meeting/>.

13 Drew Wilder, Jackie Bensen, Andrea Swalec and NBC4 Washington Staff, NBCWashington.com, “‘The Meeting Has Degenerated’: 1 Arrest, 1 Injury at Loudoun Schools Meeting on Equity,” June 22, 2021, Updated June 23, 2021, <https://www.nbcwashington.com/news/local/northern-virginia/loudoun-school-board-transgender-student-policy-race-equity/2708185/>.

Adele Uphaus, The Free Lance-Star, “Unruly crowd causes Spotsylvania School Board meeting to adjourn after 13 minutes,” August 24, 2021, https://fredericksburg.com/news/local/unruly-crowd-causes-spotsylvania-school-board-meeting-to-adjourn-after-13-minutes/article_1d39b83c-fa43-5626-acca-4e2768a811de.html.

14 Emily Gilbert, Whidbey News Times, “Oak Harbor school board clears the room after audience shouts disrupt meeting,” August 13, 2021, <https://www.whidbeynewstimes.com/news/oak-harbor-school-board-clears-the-room-after-audience-shouts-disrupt-meeting/>.

15 Talia Richman and Brayden Garcia, The Dallas Morning News, “‘Critical race theory’ roils Fort Worth school board meeting as Texas braces for continued fight,” June 22, 2021, <https://www.dallasnews.com/news/education/2021/06/22/critical-race-theory-roils-fort-worth-school-board-meeting-as-texas-braces-for-continued-fight/>.

16 WBAY news staff and Jason Zimmerman, WBAY.com, “Oshkosh School Board meeting postponed after protesters disrupt it, argument breaks out,” August 25, 2021, Updated August 26, 2021, <https://www.wbay.com/2021/08/25/oshkosh-school-board-meeting-called-off-after-protesters-enter-board-members-walk-out/>.

17 Margaret Austin, Wyoming Tribune Eagle via Wyoming News Exchange, Pinedale Roundup, “School board meeting over COVID stopped after disruption,” August 4, 2021, <https://pinedaleroundup.com/article/school-board-meeting-over-covid-stopped-after-disruption>.

18 Jackie Delpilar, WZTV Nashville, “Anti-mask protesters show lack of empathy at recent Middle Tennessee school meetings,” September 12, 2021, <https://fox17.com/news/local/anti-mask-protesters-show-lack-of-empathy-at-recent-middle-tennessee-school-meetings>.

19 Aubrey Bailey, WHNT.com, “If you give one more shot, you yourself will be executed’ Alabama man tells Missouri pharmacists,” August 24, 2021, <https://whnt.com/news/alabama-news/if-you-give-one-more-shot-you-yourself-will-be-executed-alabama-man-tells-missouri-pharmacists/>.

Other groups are posting watchlists against school boards and spreading misinformation that boards are adopting critical race theory curriculum and working to maintain online learning by haphazardly attributing it to COVID-19.²⁰ In Ohio, an individual mailed a letter to a school board member labeling the return address on the envelope from a local neighborhood association and then enclosing threatening hate mail from another entity.²¹ This correspondence states that, “We are coming after you and all the members on the ... BoE [Board of Education].” This hate mail continues by stating, “You are forcing them to wear mask—for no reason in this world other than control.

And for that you will pay dearly.” Among other incendiaries, this same threat also calls the school board member a “filthy traitor,” implies loss of pension funds, and labels the school board as Marxist. Earlier this month, a student in Tennessee was mocked during a board meeting for advocating masks in schools after testifying that his grandmother, who was an educator, died because of COVID-19.²² These threats and acts of violence are affecting our nation’s democracy at the very foundational levels, causing school board members – many who are not paid – to resign immediately and/or discontinue their service after their respective terms.²³ Further, this increasing violence is a clear and present danger to civic participation, in which other citizens who have been contemplating service as either an elected or appointed school board member have reconsidered their decision.

The NSBA is completely overreaching here. Threatening to get people fired if they don’t follow the will of the people is how our system works. The threat of violence is not the same as a threat to get someone fired. The NSBA is trying to affect our nation’s “democracy” in a negative way, not parents. The authors of this letter are trying to make Mom and Dad upset here.

“NSBA believes public discussions and transparency by local school board members are important for the safe and effective operations of schools.²⁴ It is vital that public discourses be encouraged in a safe and open environment, in which varying viewpoints can be offered in a peaceful manner. Our children are watching the examples of the current debates and we must encourage a positive dialogue even with different opinions.”

How do parents have a positive dialogue with people endangering the hearts, minds, and bodies of their children? Peaceful dialogue is not always how liberty is secured. When one side has all the power and refuses to compromise that will often create an environment of hostility.

“However, with such acute threats and actions that are disruptive to our students’ well-being, to the safety of public school officials and personnel, and to interstate commerce, we urge the federal government’s intervention against individuals or hate groups who are targeting our schools and educators.”

Again with interstate commerce... If the system cared about students’ well-being I couldn’t write a journal that is nearly 500 pages long.

“20 Nick Surgery, Documented, “TPUSA launches project targeting school board members,” August 20, 2021, <https://substack.documented.net/p/tpusa-school-board-watchlist>

21 Lindsey Mills, WBNS, “‘Disturbing’: Worthington school board member receives threats for masks in schools,” September 21, 2021, <https://www.10tv.com/article/news/local/worthington-school-board-member-receives-threats-for-masks-in-schools/530-f3c04240-76b4-456b-aad9-8555397b5427>.

22 Kim Bellware, The Washington Post, “Student mocked at school board meeting after sharing that his grandmother died of covid-19,” September 10, 2021, https://www.washingtonpost.com/nation/2021/09/10/grady-knox-tennessee/?utm_campaign=wp_main&utm_medium=social&utm_source=facebook&fbclid=IwAR29rIKzIY0tz4p0yB5VJDK_n_olj5AJPP6oiEvzJC1oRAYsMMMOPb8EvjY.

23 Andy Humbles, The Nashville Tennessean, “Jon White resigns as Wilson County School Board member,” September 8, 2021, <https://www.tennessean.com/story/news/local/wilson/2021/09/08/jon-white-resigns-wilson-county-school-board-member/5750949001/>.

Terri Pederson, The Daily Citizen, “Beaver Dam school board member resigns citing safety concerns for family,” September 20, 2021, Updated September 21, 2021, https://www.wiscnews.com/bdc/news/local/education/beaver-dam-school-board-member-resigns-citing-safety-concerns-for-family/article_066fc86c-4356-5a00-9940-187e02eb7340.html.

24 National School Boards Association and AASA, The School Superintendents Association, “NSBA, AASA Issue Joint Statement Calling for End to Threats and Violence Around Safe School Opening Decisions,” September 22, 2021, <https://www.nsba.org/News/2021/end-threats-violence-joint-statement>.

NSBA is committed to working with you and your Administration as a partner to address this crisis affecting America’s public schools, and greatly appreciates your prompt attention to our requests. We stand ready to work with you.

Respectfully,

**Viola M. Garcia, EdD
Chip Slaven, Esq.
President Interim Executive Director & CEO”**

Attorney General Memorandum to FBI Director – October 4, 2021

<https://web.archive.org/web/20211004235950/https://www.justice.gov/ag/page/file/1438986/download>



Within five days of the NSBA letter to the White House Attorney General Garland was taking action on their request. Astounding! Here is the letter he sent:

“October 4, 2021

**MEMORANDUM FOR DIRECTOR, FEDERAL BUREAU OF INVESTIGATION DIRECTOR,
EXECUTIVE OFFICE FOR U.S. ATTORNEYS ASSISTANT ATTORNEY GENERAL,
CRIMINAL DIVISION UNITED STATES ATTORNEYS**

FROM: SUBJECT:

**THE ATTORNEY GENERAL MERRICK GARLAND
PARTNERSHIP AMONG FEDERAL, STATE, LOCAL, TRIBAL, AND TERRITORIAL LAW
ENFORCEMENT TO ADDRESS THREATS AGAINST SCHOOL ADMINISTRATORS, BOARD
MEMBERS, TEACHERS, AND STAFF**

In recent months, there has been a disturbing spike in harassment, intimidation, and threats of violence against school administrators, board members, teachers, and staff who participate in the vital work of running our nation's public schools. While spirited debate about policy matters is protected under our Constitution, that protection does not extend to threats of violence or efforts to intimidate individuals based on their views.

Threats against public servants are not only illegal, they run counter to our nation's core values. Those who dedicate their time and energy to ensuring that our children receive a proper education in a safe environment deserve to be able to do their work without fear for their safety. The Department takes these incidents seriously and is committed to using its authority and resources to discourage these threats, identify them when they occur, and prosecute them when appropriate. In the coming days, the Department will announce a series of measures designed to address the rise in criminal conduct directed toward school personnel.

Coordination and partnership with local law enforcement is critical to implementing these measures for the benefit of our nation's nearly 14,000 public school districts. To this end, I am directing the Federal Bureau of Investigation, working with each United States Attorney, to convene meetings with federal, state, local, Tribal, and territorial leaders in each federal judicial district within 30 days of the issuance of this memorandum. These meetings will facilitate the discussion of strategies for addressing threats against school administrators, board members, teachers, and staff, and will open dedicated lines of communication for threat reporting, assessment, and response. The Department is steadfast in its commitment to protect all people in the United States from violence, threats of violence, and other forms of intimidation and harassment.”

How does a non-profit get such a quick response to its request? Certainly, the government wouldn't act on a letter with a few links to editorials stating there was an ongoing problem of violence at local school board meetings. Certainly, the FBI has far more resources to keep a pulse on domestic terror threats than the NSBA. Something is wrong here. What constitutes harassment and intimidation? Telling school boards that their policies and curriculum are dangerous to children while having an attitude might mean the average citizen feels intimidated by a system they are forced to comply with or leave. Who is the bully here? Who has the power?

National School Boards Association disavows letter that led to FBI parent crackdown - 10/22/2022

<https://nypost.com/2021/10/22/national-school-boards-association-disavows-letter-that-led-to-fbi-parent-crackdown/>

<https://archive.ph/zrEdU>



The National School Boards Association board of directors Friday repudiated a letter its two top officials sent to President Biden, which precipitated Attorney General Merrick Garland's order that the FBI to investigate complaints of threats to school officials from parents. In a message to NSBA members, the board said that "we regret and apologize for the letter," which was sent Sept. 29 and co-signed by association CEO Chip Slaven and President Viola Garcia.

"To be clear, the safety of school board members, other public school officials, and students is our top priority, and there remains important work to be done on this issue," the board wrote. "However, there was no justification for some of the language included in the letter."

The message added that "we deeply value not only the work of local school boards that make important contributions within our communities, but also the voices of parents, who should and must continue to be heard when it comes to decisions about their children's education, health, and safety."

The letter was tweeted out by the Oregon School Boards Association, whose executive director, Jim Green, said in a statement: "We appreciate NSBA's apology over some of the language in the organization's appeal for protecting the safety of school board members. "That doesn't mean the underlying issue — keeping volunteer school board members safe from threats and violence — isn't important. It is," Green added. "But NSBA recognized that the wording it used alienated many parents, our vital partners in public schools. It's my hope with this apology that the national organization can learn from the experience and move on."

Emails obtained earlier this week by the group Parents Defending Education showed that board members had not been consulted about the Sept. 29 letter, which suggested that parents who object to mask mandates and the imposition of critical race theory in classrooms are engaging in "a form of domestic terrorism." The letter from Slaven and Garcia caused a national uproar after it floated the idea that verbal confrontations and other incidents at local school board meetings across the US constituted "acts of malice, violence, and threats against public school officials."

“[T]he classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes,” read the letter, which went on to ask the administration to “examine appropriate enforceable actions” under a raft of legislation — including the post-9/11 Patriot Act.

On the same day Slaven sent the letter to Biden, he circulated it among the NSBA’s board and noted that “in talks over the last several weeks with White House staff, they requested additional information on some of the specific threats, so the letter also details many of the incidents that have been occurring.”

Before the letter was sent to the White House the NSBA had been communicating with the White House. 18 days after the Attorney General sent their letter the NSBA backed down after they took a huge amount of heat from their insane letter. I watched several senate hearings with the AG and other players in this mess. The AG found nothing wrong with this entire process and of course denied that this would produce a chilling effect on free speech at local school board meetings. This saga shows what happens when parents push back. The system has no problem trying to silence and intimidate parents. Be your own school board. Stop trusting these people. At the very least many of them are “just following orders” which goes against their claims of honoring critical thinking.

Montana Memo Revealed: DOJ Blueprint to Persecute and Intimidate Parents (Videos) – 10/28/2021

<https://rairfoundation.com/montana-memo-revealed-doj-blueprint-to-persecute-and-intimidate-parents-videos/>

<https://archive.ph/Bs1Eu>



Read this article to gain more insight into the Senate hearings precipitated by the original NSBA letter in September 2021. The Attorney General seems to be running errands for the White House/NSBA.

“During a Senate Judiciary Committee hearing on Wednesday, Attorney General Merrick Garland stated that he does not intend to retract an October 4 Department of Justice directive vowing to target parents at school board meetings. The DOJ directive was based fully on a September 29 letter signed by Viola M. Garcia, EdD and Chip Slaven, Esq. from the National School Board Association (NSBA). After much pushback, the NSBA stated on October 22 that they “regret and apologize for the letter.”

Despite the NSBA apology, Attorney General Merrick Garland is doubling down on his quest to persecute and intimidate parents. Garland also denied knowing about a memo originating in Montana from the Acting United States Attorney’s office. The memo, acquired by RAIR Foundation USA (see below), discusses thirteen federal statutes that can be used against parents. “In response to a nationwide rise in threats and acts of violence against our educational community, Attorney General Garland has directed the FBI and the US States Attorneys to partner with federal, state, local and tribal leaders to address the problem,” the Montana memo by Acting United States Attorney Leif M. Johnson wrote in part.

The letter went to all county attorneys and sheriffs, as well as the Montana Office of Public Instruction and the Montana School Boards Association. Parents Committing ‘Heinous Actions’ Equivalent to ‘Domestic Terrorism’ and Hate Crimes In the original letter, the NSBA requests federal government assistance in thwarting dangerous parents, stating in part: As these acts of malice, violence, and threats against public school officials have increased, the classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes. The Attorney General was evasive during the hearing, which addressed the assertion that parents are involved in a “disturbing spike” of “threats of violence” and harassment aimed at school boards and teachers, as reported at RAIR.”

During a revealing exchange with Ohio Rep. Jim Jordan last week, Merrick Garland was incapable of backing up the claim that parents were engaging in violent behavior warranting federal government intervention:

Jim Jordan: “When did you first review the data showing this so-called disturbing uptick?”

Merrick Garland: “I read the letter and we have been seeing over time...”

Jim Jordan: “So you read the letter? That’s your source? Is there some study, some effort, some investigation someone did that, said there’s been a disturbing uptick, or you just take the words of the National School Board Association?”

Merrick Garland: “Well, the National School Board Association, which represents thousands of school boards and school board members, says that there are these kinds of threats. When we read in the newspapers reports of threats of violence...”

Coordination Between NSBA and ‘White House Staff’

RAIR made the following observation on October 21, which did not go nearly far enough: The cynical may consider that the entire effort to shut down parents was a coordinated plot hatched well before the September 29th letter. The mounting pressure on schools to stop pushing mask mandates and the backlash against relentless onslaught of propaganda aimed at children is clearly dangerous for the left’s agenda. This author can imagine the Biden team, activists, teachers unions and the media scheming on how they could squash the movement. It turns out that NSBA was in communication with “White House staff” in the weeks leading up to the September 29 memo. This information was retrieved by the organization “Parents Defending Education” via FOIA request. But even more disturbing, the Federalist reported that “the administration rewarded the NSBA’s president [Viola Garcia] with a cushy education appointment just two days after she sent the infamous letter.”

Does Viola Garcia get a raise with that appointment? Do these people think we’re stupid? Of course they do.

The Seven Lesson Schoolteacher by John Taylor Gatto

John Taylor Gatto was a 30-year veteran schoolteacher. He was awarded New York City teacher of the year three times and New York state teacher of the year twice. He quit teaching in an OP-Ed page of the Wall Street Journal while he was still NY teacher of the year claiming that he was no longer willing to hurt children. He won awards by breaking the rules and was constantly at odds with school administrators. Other teachers were sent to him to learn how he achieved the results he did. After he quit in 1991 he went on to write multiple books on education and spoke all over the world. He wrote the following books:

Dumbing us down: The hidden curriculum of compulsory schooling

The exhausted school

A different kind of teacher

The underground history of American education

https://ia800309.us.archive.org/5/items/TheUndergroundHistoryOfAmericanEducation_758/TheUndergroundHistoryOfAmericanEducation.pdf



I've read and listened to many of his well-researched books and listened to him speak in many online interviews and public speeches. He wrote the following article about the 7 lesson schoolteacher:

<http://www.informationliberation.com/?id=11375>

<http://archive.today/afMBZ>



Instead of picking out sections of it, I think it would be better to read it as he wrote it. The lessons taught include confusion, class position, indifference, emotional and intellectual dependency, conditional self-esteem, and surveillance. On second thought I need to include the text from part of this article:

“Look again at the seven lessons of school teaching: confusion, class position, indifference, emotional and intellectual dependency, conditional self-esteem, surveillance -- all of these things are prime training for permanent underclasses, people deprived forever of finding the center of their own special genius. And over time this training has shaken loose from its own original logic: to regulate the poor. For since the 1920s the growth of the school bureaucracy, and the less visible growth of a horde of industries that profit from schooling exactly as it is, has enlarged this institution's original grasp to the point that it now seizes the sons and daughters of the middle classes as well. Is it any wonder Socrates was outraged at the accusation that he took money to teach? Even then, philosophers saw clearly the inevitable direction the professionalization of teaching would take, preempting the teaching function, which belongs to everyone in a healthy community.”

His words resonate with me because of my own school experiences, my kids' experiences, and hundreds of comments from random people in the comment sections of his YouTube videos. I've also heard many other authors and educators explain their opinion on what he says. If you took the time to read his books you would see that he is a very credible individual who cared for his students and all children. When I read something like this it's important to multi-source facts as I go. If I start seeing holes in the facts I typically will cross someone off my trust list. JTG

would have been an amazing teacher to have in the classroom. He also offers more than just criticism of the system, he offers solutions. We don't expect you to read his books but if you ever want a deeper understanding of why my wife and I think the way we do on this topic be my guest. The article linked is a great primer for what he's about. I don't know of a more qualified source than John.

I started this journey wondering what went wrong with my school experience and why things are the way they are. Public school has always had a counterfeit feel to me. I always thought there had to be a better way. Kids are born learners. You have to damage someone to remove the desire and excitement for learning. When I was a boy I couldn't wait to do my own thing. Of course, I enjoyed playing but I knew I wanted to be a herpetologist at age 7, studied ancient native American civilizations, wrote little books and plays, loved art, was fascinated by science and begged to go to the library regularly. I didn't need pushing.

Problem or Opportunity

Pennsylvania school district plans to search school lunches, limit snacks – 4/6/2022

<https://www.wearecentralpa.com/news/regional-news/pennsylvania-school-district-plans-to-search-school-lunches-limit-snacks/>

<https://archive.ph/WG1RG>



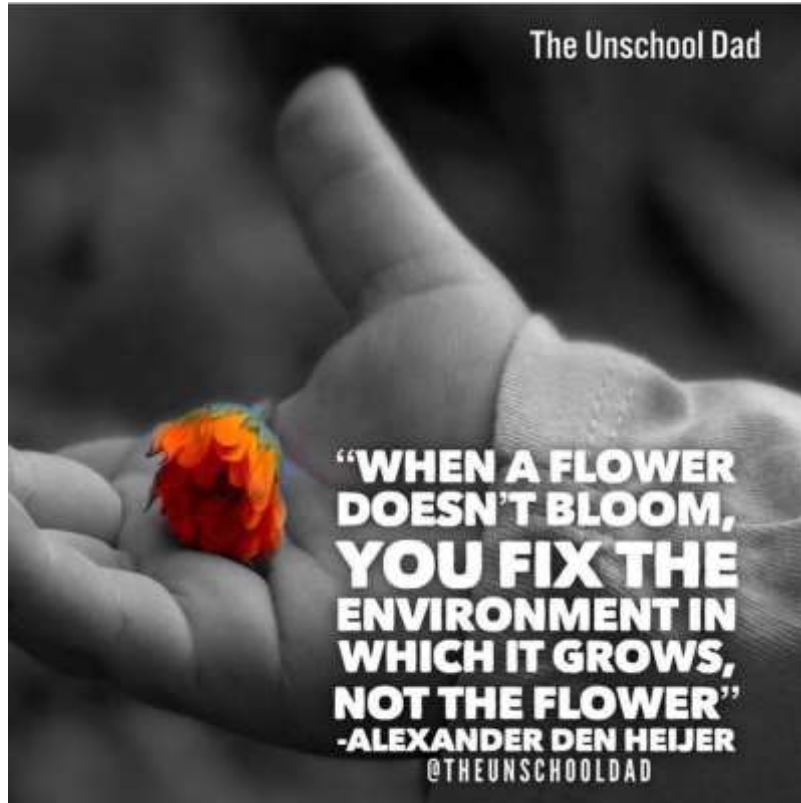
“A post made on a school Pennsylvania school district page, that has since been deleted, told students about a high school’s rules regarding snacks brought to school. As of Monday, The Aliquippa Junior-Senior High School is limiting snacks brought into the school because the district said excessive amounts of snacks are being brought into the school. The excessive items include: bags full of chips, bottled and canned drinks, candy, etc. The district said in the post that students could bring a 4 oz. bag with snacks but none of the items are allowed to be opened. The district said if they are open or if a student has more than the allowed amount security or faculty will throw the snacks out. The post ended with saying that if a student packs a lunch the same guidelines will be followed. A District Superintendent told WPXI that the snacks were limited because students were trading food which caused distractions.”

Why is this worthy material for my paper? The school is just trying to maintain order and limit distractions. Homeschool has similar distractions but it isn’t a big deal. I’m adding this because it illustrates a couple of big differences between public school and homeschooling. The first difference is the huge number of children public school needs to manage. Many schools are overcrowded and disorder is like a spark in a TNT factory. Kids know this and often take advantage of the ridiculous student-to-teacher ratio. A few children sitting at a kitchen table is a much easier situation than the situation most teachers face in their classrooms.

The second and more important issue this story illustrates is the tendency to see problems where opportunity exists. Instead of clamping down like a prison yard why not use this situation as a teaching moment? The school could give up standard instructional time for a while each day to allow the students to trade freely with one another. Turn this organic situation into an economic/entrepreneurial lesson for the entire school. Celebrate this opportunity, don’t squander it! If I was a teacher or admin at this school I think this idea would fall on deaf ears. Why? Because it isn’t part of the planned curriculum. It hasn’t been passed down from on high. Who has time for distractions when teachers don’t even have enough time to prepare their students for the upcoming state testing? If I was “in charge” I might even include something about clean eating and what the food industry does to make snacks addictive. The easiest teaching happens when the student decides what they want to learn about. This isn’t rocket science folks! There might be a few charter schools that pay lip service to entrepreneurship or even name their school as if it’s entrepreneur centered but letting the students dictate curriculum isn’t typically allowed.

John Taylor Gatto became New York City and state teacher of the year because he broke rules. He found opportunities like this and supported students in reaching their goals through passion-based learning even if that meant letting the student cut class. The majority of the public school system is headed in the opposite direction from ideas like this. Homeschooling allows freedom to pivot in ways that add heat to the spark of curiosity that is inherent in every person on earth. I believe parents hold the sacred responsibility of protecting this spark, not a government school. If your child is having trouble in school please don’t blame them.

Their spark may be fading due to years of systematic neglect. If you can figure out where that spark resides in your child you won't be able to stop them from learning. They will push themselves harder than you ever could. They will learn what they "need" to learn. It's ok to stop being obsessed with well-roundedness. Everyone has their own shape anyway. So what grade does public school get? Low enough for me to write a 400+ page research paper on it...



PART 4: Alternatives to the Academic Beast System

Homeschooling on the Rise

According to the NCES (National Center for Education Statistics) which is a government entity from 1999-2012 the percentage of homeschooled students doubled to about 1.7 million. That number remains relatively unchanged based on 2016 data.

<https://nces.ed.gov/blogs/nces/post/a-fresh-look-at-homeschooling-in-the-u-s>
<http://archive.today/qGm5C>



It is worth noting that not all states require you to report that you are teaching at home so the data isn't flawless but I think there is evidence of an increasing trend toward home education. It is important to keep in mind that not everyone has the opportunity to homeschool. Some people wouldn't survive without both parents working. Some parents just aren't willing to give up a high standard of living to homeschool. If most parents had the financial ability to homeschool I expect the stats would be far higher. Getting kids into school earlier and earlier seems to be the goal. Early intervention seems correct but there is data to refute that in the case for Finland. California is setting a goal to offer publicly funded preschool now. They've even budgeted millions of dollars to set up train childcare workers so their parents can work. Why don't we just let the state adopt them and we can visit on nights and weekends?

The entire system seems to be set up to separate children from parents as early as possible and call it normal. The economy requires that the majority have two incomes. This leaves mainly school and daycare providers to do most of the parenting. Breaking up the bond between mother and child so young causes all sorts of emotional damage. People who work try to get their kids into all-day kindergarten without a second thought. After all, this saves on child care. So why did parents say they homeschooled their kids? The most important reason for homeschooling in 2016 was "concern about the school environment, such as safety, drugs, or negative peer pressure," reported by 34 percent of parents of homeschooled students. (This was also the most commonly reported reason selected by parents in 2012.) Other reasons cited as most important by families of homeschooled students in 2016 was the dissatisfaction with academic instruction at other schools (17 percent of homeschooled students' parents) and a desire to provide religious instruction (16 percent).

So why would I offer this as an argument to educate our kids at home? I suppose I'm demonstrating that there is a real concern among millions of parents in this country that public school may not be worth the trade-offs. For many families, homeschooling is a real sacrifice. One adult is going to give up personal time during the day prepping for lessons as well as giving up extra income since they can't work during the day. It's obvious to me that many people must feel strongly enough to give up time and money to give their children more choice and safety in their education. The amount of effort and time we put into homeschooling makes the time we spent participating in public school look like a picnic. In public school, you might help with homework, reading, science projects, parent-teacher conference, etc.

I don't mention this to make us sound like education martyrs. I mention it because we often hear comments like "I don't know how you do it" or "I would go insane", or comments about the joy of getting rid of their kids at the end of summer with a wink in their eye as if they're only halfway joking. I just wonder why one parent would give things up to keep their kids home while other

parents seem to be using a public school as a babysitter with educational benefits. Many times homeschool families take a lot of grief from people looking in or family members who think the HS family is doing the wrong thing.

Everyone loves to say “good job parents for being involved in your kid's education” but when you go too far there are questions about how we can do such a disservice to our kids. And yet we continue.

My point is we've seen enough evidence that public school is massively dysfunctional that we are willing to go to hell and back to improve the situation. Part of the reason for writing down my thoughts is to show why HS is worthwhile to us. I think people often think we're just stubborn helicopter parents instead of acting through reason, evidence, and experience. This is our reason, evidence, and experience. I think many people just assume public school is what you SHOULD do. When a doctor screws up you can sue them. When the school system does it wrong there is no recourse. It's illegal to sue a teacher for malpractice. Surely our children's minds are at least as important as their bodies... WE will be held accountable for how we educate our children so in the end it doesn't matter what people think.

Update 2021

New Census Data Show Homeschooling Tripled During the Pandemic—And One Key Group is Driving the Surge

<https://fee.org/articles/us-census-homeschooling-triples-diversifies-during-pandemic-response/>

<http://archive.today/0Sw49>



“In August, Gallup reported that 10 percent of families expected to homeschool their children this academic year. And in November, Education Week estimated the number of current homeschoolers at nine percent. Prior to the pandemic, approximately 1.7 million students were homeschooled, according to the most recent federal data from 2016. The Census data now puts that number at over 5 million homeschooled students, which is comparable to the number of K-12 students typically enrolled in private schools.”

This is an important distinction to make. Parents have been pulling their children out of school. Forced distance learning due to a pandemic is not the same as intentional homeschooling. Some people assume the goal of homeschooling is to replicate the public system in their home as closely as possible. I think many families start out like this but quickly burnt out or realize they aren't taking full advantage of what you can do with a homeschool.

“In its Household Pulse Survey, the Census Bureau counted homeschoolers as students whose parents had officially removed them from a school or never enrolled them to begin with. This distinguishes independent homeschoolers from the millions of students doing home-based remote schooling during the pandemic response.”

What About Socialization



<https://wehavekids.com/education/Socializing-and-Homeschooling-Why-The-Socialization-Question-Is-Stupid>

<http://archive.today/dYLLk>



Why Homeschoolers Hate the Socialization Question

Updated on February 24, 2019

L C David

In my previous post I talked about some basic truths of homeschooling. Many who choose other educational paths may not realize what a typical homeschooler does or even how they do it. I also touched on the fact that many homeschoolers hear the "socialization" question to the point of nausea.

While I have tried to clear up some of the basic misconceptions of homeschooling or even what is typical, the socialization question deserves a deeper look.

What Does Socialization Mean?

First of all, many people who ask this question don't seem to understand what the actual word really means. In this case, socialization involves teaching another human how to act within their community and culture. They learn to interact with others, the customs and the mores. So learning how to interact in the community and culture may develop some at school but the greater lessons are outside of that building. It's interacting at public events and at the grocery store and the bank. It's learning about negotiating your community and the world. If you think about it, school is about 13 years of a persons life.

If the average person lives to be 75, that's 62 years spent interacting in situations that are outside of that school and school culture (Plus after hours from school and weekends). Very rarely after those 13 years will you be placed into groups of 20-30 people your same age, asked to sit at a desk for several hours and fill in worksheets or bubble in answers and speak only when spoken to or allowed to. In that context, which socialization skills are more important?

This is not even meant to negatively reflect a regular classroom experience. It only points out the obvious: true socialization happens when we interact with the environment around us, not in an artificially constructed one.

Do You Actually Mean Socializing?

What I find is that often, the questioner really means, "what about socializing." I think they picture homeschoolers as people who huddle up at home behind pulled blinds, poring over their books for hours a day and hiding from the world. But the truth for the vast majority of homeschoolers is that this scenario is pretty far from the truth. Most homeschoolers spend at least several days a week outside of the home, interacting with not only other homeschoolers but with the world around them.

If a parent is at home with them, the kids often go with them on those daily errands like to the bank or to the store. The kids learn to interact with others. They learn how our culture works and that a household just doesn't mysteriously function. There are tasks that must be done for it to run effectively. But more than that, they participate in activities with other homeschooling families. They have park days. They attend co-op classes and go on field trips. They also participate in extra-curricular activities that the public school offers (where laws allow).

Interestingly, I had a public school teacher anonymously comment on one of my other articles that it really bothered him/her that homeschoolers participated in public school extra-curricular activities and that it seems like a double standard. Many want homeschooled kids to socialize but then don't want them to take advantage of the same opportunities as public schooled kids. That was a new one for me. So many people seem to worry that homeschooling kids are not getting enough socialization or that they can't deal with public schooled peers their own age. But then when they do they are criticized for that as well. That's the only double standard I see. The truth is that it doesn't have to be an "us vs. them" situation and that the community as a whole benefits when we are accepting and interact and support.

For Many, The "Home" is Only a Starting Point.

For many homeschooling families that I know, "home" is a misnomer. While some may do lessons at home, just as many seek outside classes and activities on their quest to lead a fuller, more well-rounded existence and to be exposed to the world. And this is socialization at its finest. Because when you are out and about and you are talking to people and having experiences, you are learning. And you are learning in a rich setting and in a way that engages all your senses. And educational experts agree that learning this way, in a way that is relevant at the moment, offers deeper understanding.

As educator John Holt noted: "“We learn to do something by doing it.” Isolating ourselves at home is the last thing homeschoolers want to do. Those anecdotal cases that make the news are very different from the norm.



12:18



Posts

and 9 others

This unnatural separation of families has been cemented into our culture for a very long time. Some think community, government, and non profits are the answer to rebuilding our broken society when in reality they only begin to address the symptoms. The destruction left in the wake of broken families will never be fixed until we recognize the root causes. When all of our primary goals are OUT THERE we cause damage to our families. I think many do so with the best intentions such as economic security and comfort. Perhaps we think we need things we really don't. Perhaps we tell ourselves that the relatively short time we do spend is quality time so it's ok. Why can't we have quality and quantity?

I'm posting this to challenge you to give something up for something better. When Covid started our society was shocked in many ways. I think many realized that they became uncomfortable spending so much time with family. I believe this is evidence of exactly what I'm talking about. Some families actually enjoyed the extra time. Some were vocal about how hard it was. If you feel stuck in your economic situation I would encourage you to look for ways to strengthen your family unit even if it means giving something up. You can have a Pinocchio family or you can have a real family. I am certainly not the judge of what a real family is but I've lived long enough to see how fragile some family units can be. We find fulfillment in the areas we devote time and energy. When we strengthen the family in all it's forms we will eliminate a massive number of problems. It's simple but difficult. Pleaas read this with the spirit of peace it was written in ❤️

What About Those That Never Go Out

Inevitably there will be that person that has a story. They knew a person who knew a person who claimed they were homeschooling but really they just locked their kids in the house all day while they went to get their nails done. Or they knew the family whose kids so rarely went out they didn't even know how to function. Or the kids that were abused, neglected...and the list goes on. And further, these storytellers think that because of these cases, all homeschooling should be more regulated or even cease to be an option. But there are many reasons this is a crazy over-reaction. For one, each of these cases have something in common. They involved, at the very least, bad parenting and at the worst neglect. Anyone can call something what they want. But just because they say that it was homeschooling does not mean that it actually was.

It's so easy to pick on the few exceptions---the families that make the news cycles. And why do they make the news cycles? It's because they stick out. Because what they are doing is extreme or even wrong. It's not the norm for anyone including homeschooling families.



And that's the point. I'm not talking about them. Those cases need to be dealt with but not at the expense of every other homeschooling family. It's ridiculous to lump an entire group of any type into one category because of the actions of a few. It's almost like saying that because some people hoard and neglect pets, that no one should have pets. When in reality we know that the majority of homes love and care for the pets. It's the same with homeschoolers. Treat the anecdotes as just that. Then open your mind. Read,

learn and talk to other homeschoolers and get to know how they live and what they do. You won't be sorry.

Some Homeschool Kids Are Weird

So once all the other socialization questions have been answered, there is always the person that says that based on their experience, homeschooled kids are weird. First of all, weird is relative. I was weird too and I went through 13 years of public school. I was a nerd and a bookworm and an introvert which didn't really mesh well with my more socially inclined peers. But then I wonder what they mean by weird. For some they mean that the social interactions with homeschoolers can be different. And I've found that too, but not in a negative way. What I have found, consistently, and with every type of homeschooler, is that the homeschoolers don't really see age.

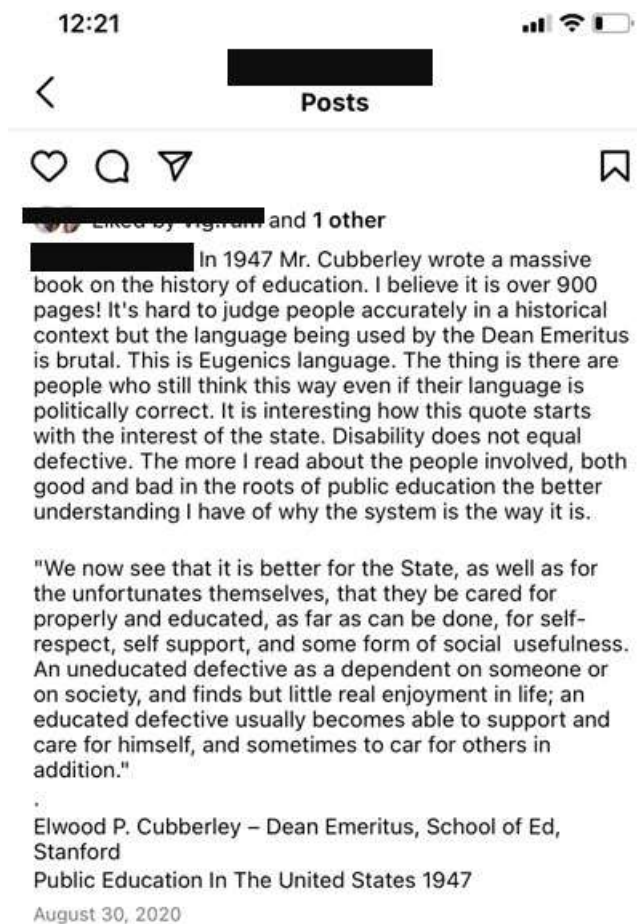
A ten year old is just as likely to carry on a meaningful conversation with an adult as she might be with a 15 year old peer. Because many of them have never been grouped by age, they make friends and connections based on common interests, which is much more natural than the way the public school system does it. Bullies often pick on those that are different. And it can have long term effects on the victims. The other question about "weird" homeschool kids may lead back to the reasons that some families find homeschooling to be the best option for their kids. We can't turn on the news today without hearing about the problems of bullying. And who do bullies pick on?

People that are different

If they are nerdy or their hair sticks up or they are a guy that likes to dance or a girl that is rough and tumble, they are often picked on relentlessly. Any psychologist will tell you that the effects of that bullying can have life-long consequences. So some parents may realize that this environment is causing more harm than good for their child and choose to remove them from the situation. Other parents homeschool because their child has different needs or different ways of communicating that they can't help. Some have sensory processing issues or have been identified as being on the spectrum for autism. These kids often just don't learn or interact the way that their peers do.

And it's nothing that they can help and it's nothing that the homeschooling environment has created. What I have noticed is that among homeschooling peers, these social "oddballs" tend to fare better. I don't necessarily think that's because public school kids are mean and homeschool kids are nice. But very often there are parents there that can help diffuse situations, have deep conversations about differences and can encourage acceptance. Stop worrying and just be happy that we live in a diverse world where we are free to make the best choices for our families.

"defective"



Maybe homeschooled kids are odd. Maybe they aren't. However, I guarantee that you've interacted with a homeschooled at some point in your life and had no idea that they are or were homeschooled. The end point is: weird is relative. They likely aren't weird because they homeschool. They likely are just more able to be who they are without fear of bullying and isolation. And that's okay. Stop Worrying.

Homeschooling is becoming more and more acceptable as one of many educational choices for our children. And because there are so many homeschooled students, there are plenty of opportunities for socialization and socializing. The myth of the sequestered homeschooled student is just that, a myth. While there are extreme cases and anecdotes, the majority of us are out and about, making friends and having experiences.



My children are homeschooled. Aren't you worried that they won't be socialized?

- Connor Boyack May 16, 2016. ·

“This used to be a very common conversation, and thankfully it's becoming less frequent as the awareness of and participation in homeschooling increases. Put bluntly, it's a really, really stupid objection—and a backward one to boot. My typical response to this question is to address the presumption rather than the allegation. In other words, rather than focusing on the perceived lack of socialization, I flip the question to address what type of socialization that person's child receives in government schools. Among the laundry list I might include are the following:

- widespread bullying**
- drugs and alcohol abuse**
- disrespect**
- sexual promiscuity**
- vulgarity and lewdness**
- cheating**
- violence**
- theft**
- rebelliousness**
- cliques and outcasts**
- peer pressure**
- conformity**
- authoritarianism**
- mediocrity**
- boredom**
- indoctrination**

...at which point, the person with whom I'm speaking usually tries to quickly end the conversation, having become very uncomfortable at the thought of voluntarily subjecting their child to these influences on a daily basis. As I write in my upcoming book, "Schools have become like bacteria-ridden petri dishes, waiting to corrupt any pure specimen placed inside." I want my children to be socialized—but with kindness, good examples, positive role models, ambition, respect, service opportunities, entrepreneurial influences, and so forth. This means steering clear of the status quo and forging our own path—something that no longer needs to be done in isolation.

New homeschooling co-ops and commonwealths are popping up every day, where families who have similar desires join together in pursuit of a common goal. We see the byproduct of government schools and the "social" qualities they have obtained... and we want better for our children. It's true that many children can work their way through the government school system and be upstanding individuals not entirely affected by the socialization to which they were subjected... but they are still affected. I was, and I am. We all are. And what I experienced is not at all what I want for my children.”

New Harvard Study: Homeschoolers Turn Out Happy, Well-Adjusted, and Engaged
<https://fee.org/articles/new-harvard-study-homeschoolers-turn-out-happy-well-adjusted-and-engaged/>
<http://archive.today/TlrM3>



“Researchers at Harvard University just released findings from their new study showing positive outcomes for homeschooled students. Writing in The Wall Street Journal last week, Brendan Case and Ying Chen of the Harvard Human Flourishing Program concluded that public school students “were less forgiving and less apt to volunteer or attend religious services than their home-schooled peers.” The scholars analyzed data of over 12,000 children of nurses who participated in surveys between 1999 and 2010 and found that homeschooled children were about one-third more likely to engage in volunteerism and have higher levels of forgiveness in early adulthood than those children who attended public schools. Homeschooled children were also more likely to attend religious services in adulthood than children educated in public schools, which the researchers noted is correlated with “lower risks of alcohol and drug abuse, depression and suicide.”

Going to School vs. Getting an Education
<https://libertasutah.org/free-market/going-to-school-vs-getting-an-education/>
<http://archive.today/ENeY0>



20 Practical Benefits of Homeschooling



*Some of these benefits come from personal experience and others were taken from the fee.org website.

<https://fee.org/articles/100-reasons-to-homeschool-your-kids/>

<http://archive.today/Qu8Ni>



1. Access to largely empty public spaces before school is out for the day.
2. No high stakes testing and constant test prep. When you teach your kids you know what they know without testing.
3. No wasting time waiting in line to drop off and pick up kids at school in the morning and afternoon. No more packing little brother or sister in the cold car at 7AM to drive their sibling to school.
4. Slow and relaxed mornings. Research shows that teen homeschoolers get more sleep than their schooled peers.
5. Homeschooling puts an end to constant school fund raisers.
6. We can learn wherever and whenever we want. With homeschooling, learning happens all the time, all year round. There are no arbitrary starts and stops.
7. Travel freedom. You don't need to wait for school breaks to leave town. You don't need to let the school know when you want to leave town or make up work when kids go back to school.
8. You can still work and homeschool.

9. Your children can have more recess and less homework. They can spend abundant time outside and in nature.
10. More military families are choosing to homeschool to provide stability and consistency through frequent relocations and deployments.
11. Homeschooling prevents schools from surreptitiously collecting and tracking data on your child's mental health.
12. Your kids don't have to wait for adulthood to pursue their passions. Teen homeschoolers have more opportunities to earn money, try new work experiences, or even start a business.
13. You can choose mentors for your children rather than being assigned mentors (teachers).
14. You can preserve their natural childhood creativity.
15. Your kids can have healthier lunches than they would at school.
16. Teen homeschoolers can enroll in an online high school program to earn a high school diploma if they choose. But young people don't need a high school diploma to go to college.
17. Homeschooling may be particularly helpful for children with disabilities, like dyslexia, as the personalized learning model allows for more flexibility and customization.
18. Homeschoolers interact daily with an assortment of people in their community in pursuit of common interests, not in an age-segregated classroom with a handful of teachers.
19. Homeschooling can create strong sibling relationships and tight family bonds.
20. Parents can focus family learning around their own values, not someone else's.

There is Another Way - A Case for Finland

The Finnish school system is revered and studied worldwide because of its high-performance students and teachers. Finland is usually near the top in international test scores. The US school system seems to be constantly rebranding itself (common core) but in ways that don't produce real results. The Finnish system seems to focus more on the happiness of students rather than doubling down on standardized tests, dumping more money into the system, or getting children involved in school at an earlier and earlier age as the US system does. Here are a few things the Finnish school system does differently than the US.

1. Finnish children don't have to start school until they are 7.
2. Compared with other systems, they rarely take exams or do homework until they are well into their teens.
3. The children are not measured at all for the first six years of their education.
4. There is only one mandatory standardized test in Finland, taken when children are 16.
5. All children, clever or not, are taught in the same classrooms.
6. Finland spends around 30 percent less per student than the United States.
7. 66 percent of students go to college. (The highest rate in Europe)
8. The difference between the weakest and strongest students is the smallest in the World.
9. Science classes are capped at 16 students so that they may perform practical experiments every class period.
10. 43 percent of Finnish high-school students go to vocational schools.
11. Elementary school students get 75 minutes of recess a day in Finnish versus an average of 27 minutes in the US.
12. Teachers only spend 4 hours a day in the classroom, and take 2 hours a week for "professional development".
13. Finland has the same amount of teachers as New York City, but far fewer students. (600,000 vs. 1.1 Million in NYC)
14. All teachers in Finland must have a master's degree.
15. Teachers are selected from the top 10% of graduates.
16. And despite the differences between Finland and the US, it easily beats countries with a similar demographic. (Neighbor Norway, of a similar size and featuring a similar homogeneous culture, follows the same strategies as the USA and achieves similar rankings as the USA in international studies."

I mention Finland because it indicates how a system could be run if the will was there to make the changes. Schools place a huge emphasis on standardized tests because they assume that will produce the outcome they want. There are many news stories about how unprepared students are for college these days. The US system works under faulty assumptions in my opinion. One assumption is that you can process all children in the same way and expect them to prosper. We may be the greatest country in the world but until people realize that more freedom in education is the ideal it will continue to produce average results. I believe many times people succeed in this country despite the school system, not because of it. Hi IQ and or driven individuals will find a way no matter what. I'm not anti-public education.

I'm against what it is in this country today. Unfortunately, I can't demand the amount the Utah school system spends per child x the number of kids we have to get the money to send them to a private school. There are private schools in the same price range as what is spent per capita in the public system. School choice should not exist as a lottery system for your favorite charter school. If the public system was to offer vouchers there wouldn't be enough money to run the public schools that are open now. Competition is not what they want even though it would allow even poor students to make the best choice for them. I could also use that money to pay tutors and fund all sorts of educational endeavors based on the passions of our students. I believe a

child in every grade should be able to major in something. Joy in education is missing or is considered an activity to be pursued after school hours.



When the have to's are out of balance with the want to's a very sad thing can happen. A child can be diverted from expressing their true gifts to the world. When one becomes so tired of being directed in all things education they might just focus on escapist activities rather than magnifying their unique gifts and abilities. Or if they are very strong pleasers they will appear to be moving along in a well adjusted way i.e. good grades, not in trouble. But once they are truly set free at the end of childhood they lack direction and passion. Nobody is directing their life. What is my major? Oh I'll just pick one lol. All children have majors, some are nourished and others are happy to be led. Obviously there are many kids who fit within a range of major focus.



My point is perhaps every parent could indulge their child's gifts a bit more and even treat them as if they were core. The world needs people who major from their childhood. I think if this idea were acted upon by more parents there would be less suffering and more goodness in this world.
--EVERY CHILD IS GIFTED--

14 Principles of Elite, Private Schools - John Taylor Gatto

<https://www.youtube.com/watch?v=VgNOeIII03w>



As a general rule, these principles are not taught in public schools. Public school deliberately avoids teaching many of these principles. Look at our majority public schooled society if you think I'm wrong. If you're looking for the basis of a good curriculum for your homeschool you could do worse than to organize it around these principles. Public school is too busy testing or trying to control a classroom to consider teaching these principles. As a homeschool family, you could dive deeply into all of these areas and do so at a pace that makes sense.

1. A theory of human nature (as embodied in history, philosophy, theology, literature and law).
2. Skill in the active literacies (writing, public speaking).
3. Insight into the major institutional forms (courts, corporations, military, education).
4. Repeated exercises in the forms of good manners and politeness; based on the truth that politeness and civility are the foundation of all future relationships, all future alliances, and access to places that you might want to go.
5. Independent work.
6. Energetic physical sports are not a luxury, or a way to “blow off steam,” but they are absolutely the only way to confer grace on the human presence, and that that grace translates into power and money later on. Also, sports teach you practice in handling pain, and in dealing with emergencies.
7. A complete theory of access to any place and any person.
8. Responsibility as an utterly essential part of the curriculum; always to grab responsibility when it is offered and always to deliver more than is asked for.
9. Arrival at a personal code of standards (in production, behavior and morality).
10. To have a familiarity with, and to be at ease with, the fine arts. (cultural capital)
11. The power of accurate observation and recording. For example, sharpen the perception by being able to draw accurately.
12. The ability to deal with challenges of all sorts.
13. A habit of caution in reasoning to conclusions.
14. The constant development and testing of prior judgements: you make judgements, you discriminate value, and then you follow up and “keep an eye” on your predictions to see how far skewed, or how consistent, your predictions were.”

What other important skills aren't taught in public schools?

I was going to prepare my own list but this one is even better.

<https://freedomsprouit.com/things-schools-dont-teach/>

<https://archive.ph/PS9z4>



The author of this story (Kalen Bruce)

“I’m not trying to restructure the school system. Though, 9,000 words later, it may seem that way. I’m simply trying to bring awareness to some big issues our kids are missing out on. I think every one of these points should be taught at home if they aren’t taught in school, but as we all know, not everyone is fortunate enough for that to be a possibility. For some kids, school is a getaway from an abusive, neglectful home life. Many great teachers teach many of these points, but sometimes teachers’ hands are tied, and teachers are often given a curriculum that leaves no extra room. It would make their jobs easier if these concepts were added, instead of trying to stuff them in somewhere.”

The author of this story (Kalen Bruce) seems to have a very cautious and almost reverent approach to this topic. He seems to know that presenting this in a critical way might bring unwarranted criticism from the protectors of the system. In the quoted passage he mentions every item on the list should be taught in the home anyway but he understands school might be the only safe place for some children. While this is true I would point out how much time school already monopolizes for kids. Between friends, extra-curricular activities, family activities, eating, and sleeping when will parents find time to explore these topics? They will fit them in wherever possible while the “important” things get true focus. Some things on this list are at least as

important as an English assignment or math. In our homeschool we can make time for teaching anything we feel is important without cutting into the other important activities in a child's life. If you accept the premise that you as a parent are primarily responsible for your child's education then why would you put yourself at a time disadvantage?

If we reversed this and gave your child's elementary school teacher less time to teach but still require them to "produce" the same results could they do it? Of course not... The idea that the legacy public school system has evaluated and sorted all things that can be learned and then somehow concluded what should be taught to each child is ridiculous! We've all accepted this fallacy as fact because it's been around forever and of course, every child needs to learn how to read. Curriculum creators and teachers are experts in their field of study, of course, they know what they're doing. Do they teach what must be learned to get into college? Do they teach what must be known to get a job? How many jobs will exist in 20 years that are unknown today? See the last decade. Do they teach what a child wants to know? Do they teach children what to learn or how to learn? Do they teach children how to be happy?

Childhood is a special time of life that must be cherished. If our children's lives are scheduled and pushed every moment they will miss out on opportunities for happiness and natural growth. Kalen also points out something I've written about in other sections. Teacher's hands are tied from deviating much from their given curriculum. Obedient teachers are powerless to resist their bosses on the board of education. Homeschool is flexible and allows parents to offer children a specialized education. The systematic nature of the public school is designed to be limiting. Thanks for writing this Kalen!

New Florida Law Requires Financial Literacy Class For High School Graduation – 3/24/2022

<https://www.zerohedge.com/political/new-florida-law-requires-financial-literacy-class-high-school-graduation>

<https://archive.ph/2XyUH>



“Under Senate Bill 1054 (pdf), which gained unanimous approval in Florida’s state Legislature, all public school students entering 9th grade in the 2023-2024 school year and thereafter will have to complete a half-credit course covering topics such as balancing a checkbook, managing bank accounts, applying for loans, filing federal and local taxes, and disputing a billing error.”



This is what it looks like when politicians are proud of themselves for doing something 100 years late;) I think it's pretty hilarious that the Zerohedge article lists balancing a checkbook first. I haven't seen a real personal check in years, how about you? According to this article, Florida is one of only 7 states to require a standalone financial literacy course to earn a diploma. Utah is one of those states.

<https://usdebtclock.org/>
<https://archive.ph/FaWUQ>



Check out the link above for my reasoning on why the government has no business teaching financial literacy. But that's different, that's the federal government! My child is being taught in a state school. If you've ever heard of a little thing call "Common Core" you'll understand that state standards aren't always created by school boards. It wouldn't be a stretch to implement a financial literacy course created by the feds especially if they bribe the state to accept it as they did with Common Core. Even if the financial literacy course is created by the state of Florida and Florida has one of the lowest per capita debt liabilities doesn't mean their financial literacy course will be high quality. Why is the public education system so late to the party when for years they've been so confident in what subjects should make up the core curriculum?

A calculator can assist someone with low proficiency in mathematics but all the math proficiency in the world probably won't offset the problems caused by a lack of financial literacy. After 6th grade, I would have benefited much more from a real financial literacy education than I did from sitting in Algebra class. Another danger of the state teaching financial literacy is likely to occur through public-private partnerships. Just as tech companies love to "help" schools with technology financial institutions would love to "help" schools teach financial literacy. Perhaps students can take a field trip to the local IRS office downtown and sit in on a few audit hearings so they can fully understand what the government can do to those who don't dot their I's and cross their T's. Perhaps the students will gain an understanding of crypto for that future day when we all switch from cash to Fedcoin. I believe any financial literacy taught at school will be incomplete but I would believe that wouldn't I? They are damned if they do and damned if they don't.

Passion-Based Education

From *Passion-Driven Education*, book by Connor Boyack 2016

<https://libertas.org/product/passion-driven-education-how-to-use-your-childs-interests-to-ignite-a-lifelong-love-of-learning/>



Foreword by John Taylor Gatto

Connor has effectively resurrected an ancient idea cherished through millennia by powerful families of history who reserved it for their own children, and who will inherit the management of the future by being better equipped to learn through liberty granted to them to self-educate more than the children of lowly serf-classes who were taught by “workbooks”, “standardized” orders and tests, bells, gold stars, and threats to associate learning with stress and the suppression of free-will. I spent 41 years as an award-winning public school certified school teacher in the Prussian compulsory system imposing mind control on my students. But in midcareer, facing children “dumbed down” by the methodology I was ordered to impose, I repented.

For the last 20 years of my career, I passionately imitated the libertarian principles found in elite private boarding schools charging upwards of \$50,000 a year, and was dazzled by the positive changes in my largely poverty-stricken classes. Awakened to aspiration-driven self-education that directly addressed their own needs, imperatives, and characters, in place of schooling by the injunctions of strangers, they blossomed in front of my eyes. Following that rule, I won the New York City Teachers of the Year title three consecutive times and ended my career with New York State Teacher of the Year in 1991. The mantra that guided my award-winning teaching was: “You need experiences and adventures and explorations more than algebra.” This is the glorious secret Connor seeks to share with you in this book if you can abandon your skepticism long enough to try it. Passion-driven education is as a philosopher once put it: “Nobody can give you an education; only schooling can be given. Education must be taken.”

For best results, you must inspire passion in the learner, aspiration triumphs injunction. Your own experience will tell you that Connor Boyack’s insight is the right path to travel. Read this text closely; take its principles to heart. You will be delighted with the positive difference they make to the young you care for most. His example, mine, and Plato’s should reassure you in deviating from the straightjacket common schooling would have you wear.

John Taylor Gatto
May 2016

“The aim [of the modern education system] is simply to reduce as many individuals as possible to the same safe level, to breed and train a standardized citizenry, to put down dissent and originality.”

–H.L. Mencken

Later in the book:

“On June 25, 2010, 18-year-old Erica Goldson stood at a podium in front of her peers and their parents. Behind her sat the administrators and teachers of the school from which she was graduating. As school valedictorian, Erica now had the opportunity to speak to her graduating class. To say that Erica’s words were unexpected would be a tremendous understatement. The speech was akin to dropping a grenade into a foxhole filled with both wounded warriors and war generals. It rebuked the very institution in which she excelled and condemned the life work of the salaried school staff who supported her. But where many took offense, others received inspiration from the accurate and honest assessment of the problems through which Erica and her peers had navigated.

“I cannot say that I am any more intelligent than my peers,” Erica said. “I can attest that I am only the best at doing what I am told and working the system.” She continued: Yet, here I stand, and I am supposed to be proud that I have completed this period of indoctrination. I will leave in the fall to go on to the next phase expected of me, in order to receive a paper document that certifies that I am capable of work. But I contest that I am a human being, a thinker, an adventurer—not a worker. A worker is someone who is trapped within repetition—a slave of the system set up before him. But now, I have successfully shown that I was the best slave. I did what I was told to the extreme. Ouch!

If the modern education system is a conveyor belt of manufactured student then Erica was the Grade A product—the very best commodity the system had produced. She was superior to the rest, jumping through every hoop and following the system’s guidelines to the letter. But at what cost? Erica explains:

While others sat in class and doodled to later become great artists, I sat in class to take notes and become a great test-taker. While others would come to class without their homework done because they were reading about an interest of theirs, I never missed an assignment. While others were creating music and writing lyrics, I decided to do extra credit, even though I never needed it. So, I wonder, why did I even want this position? Sure, I earned it, but what will come of it? When I leave educational institutionalism, will I be successful or forever lost? I have no clue about what I want to do with my life; I have no interests because I saw every subject of study as work, and I excelled at every subject just for the purpose of excelling, not learning. And quite frankly, now I’m scared.

If a model student like Erica is terrified of her future, and ill-equipped to face it, then what is the point of the system at all? The quality of output compels us to question the process used to create it. Having addressed some of the problems in the modern education system, we must now consider the question of what, exactly, we want for our children. Do we want them to become expert test takers and instruction followers? Or, perhaps, should they strive to be something more than a human equivalent of Pavlov’s dog?

WHAT’S THE IDEAL OUTPUT?

What do you want for your child? This fundamental question should lie at the foundation of our educational approach, and yet few parents ponder it to any significant degree. They largely let others do the thinking for them and assume that enrolling the child in a certain school, or requiring them to pass through certain curricula, will result in a praiseworthy output. But children are neither cogs in a machine nor raw goods waiting to be processed into homogeneous products. And yet this is how the system is designed. Today’s standardized school system focuses on making children “college and career ready,” prioritizing above all else a continuation of the conveyor belt until adulthood

arrives. Even then, the results have been dismal; a survey of 165,000 high school students in 2015 found that only 45% of them felt positive about their college and career readiness. I consider “college and career ready” a pretty pathetic barometer of a child’s success in acquiring knowledge—as if the value of 13 years of education were determined by whether the graduate recalls enough information to pass an entrance exam or has a GPA high enough to please a potential employer. There’s much more to life than this. Further, college and careers should be viewed with the proper perspective: they are means to an end, rather than the ends themselves. Learning and working enable us to provide for our families, become productive members of society, create products or services that benefit others, and pursue other interests outside of work. Nearly a decade and a half of education should be enough of a setup to prepare children for a meaningful future and to help them develop a quality of character that will enrich their lives.



Q: How does a homeschool family change a lightbulb?

A: First, Mom checks 3 books on electricity out of the library. Then the kids make models of light bulbs, read a biography of Thomas Edison, and do a skit on his life.

Then everyone studies the history of lighting methods, wrapping up with dipping their own candles. Next, everyone takes a trip to the store where they compare types of lightbulbs as well as prices and figure out how much change they’ll get if they buy 2 bulbs for \$1.99 and pay with a \$5 bill. On the way home, a discussion develops over the history of money and also Abraham Lincoln, as his picture is on the \$5 bill. After building a homemade ladder out of branches dragged from the woods, the new lightbulb is installed.

And there is light.

Bow and Me

The things I want for my children can’t be assessed by a test or learned in a workbook. I want them to develop vibrant personalities and qualities such as courage, leadership, creativity, empathy, persistence, innovation, resilience, motivation, etc. I want them to be constantly curious and eager to use their talents in the service of others. These, and a host of other positive traits, are what any parent wants for their children. But can we rely on problem-ridden education methodologies to cultivate them? More than anything, we want our children to be prepared for their future—equipped with the tools and training necessary to navigate their way through uncharted territory. That preparation won’t come by regurgitation or standardized examination. In short, schools do not provide your child with what he or she needs.

A different process—a different path—is needed. Part of the challenge for parents is that a child’s path is not linear and safely guarded by padded rails on either side. Given the unpredictability of the future, it’s better to visualize each person’s life as having a large number of forks in the road, presenting choices, and corresponding consequences, depending on which direction the child chooses to travel. Rapid changes in technology are making many professions obsolete and creating entirely new ones; attending school to learn a skill is no guarantee that that skill will be in demand for years to come. Consider today’s managers of e-commerce companies, many of whom went to college before the industry even existed.

It's better to anticipate uncertainty and develop skills that have general application— leadership, ingenuity, curiosity, persistence, etc.—than to put all your educational eggs in one career basket. We want our children to be successful no matter how the economy changes or what circumstances they face as they go through life. A few months after the valedictorian speech, Erica was asked to suggest three pieces of advice she would give to high school freshmen, who themselves are stepping into an unpredictable world. She offered the following:

- 1. Don't take school too seriously. Sometimes that picture you're drawing is more important than studying for your Spanish test.**
- 2. Get involved. Find your passions and explore them even more by joining or forming clubs.**
- 3. Meet a lot of people. Learn as much as you can about what other people think and how little you actually know.**

You'll notice that she didn't emphasize getting good grades, doing all your homework, or making sure to thoroughly complete the curriculum. Instead, her sound advice, if implemented, would lead a child to new experiences, new relationships, new perspectives, and an enriched sense of community and personal character—all things that parents desire in a well-rounded child primed for success in life. After all, the best lessons in life are often not found in a book.”

What is Critical Thinking

“Perhaps one of the most important goals parents should establish for their children—and one of the characteristics that the modern education system utterly fails to cultivate in children—is that of critical thinking: the ability to objectively evaluate an issue to form a judgment. Put differently, critical thinking involves questioning proposed information, formulating arguments for or against it, and making decisions based on presented evidence. Critical thinking is inherently anti-authoritarian. Those who have this capacity do not accept information merely because of its source. “Because I said so” isn’t good enough; ideas must rise and fall based on the message, rather than the messenger. Later, I will present you with several successful education models that abandon authoritarianism in favor of developing a debate and discussion of ideas.

Many in the “mainstream” educational establishment struggle with these approaches, because critical thinking is difficult to quantify, and therefore impossible to assess. In other words, school administrators can’t sit your child down, give them a fill-in-the-bubble exam, and compute a score to see if he or she has developed this trait. The educational models we’ll explore in the pages ahead are branded as “alternative” merely because they are not “mainstream.” But this is actually backwards; the assessment-driven, authority-based school systems of the past century are a recent development in human history, whereas student-centric approaches have long existed. For example, the Socratic method—where learners are engaged in an analytic discussion, rather than a passive presentation—is over 2,400 years old.

Reformers like to be “new” and “fresh,” with an ever changing criteria of “best practices,” but the results of lecture-based learning are consistently poor. For example, a 2005 study showed that only 15 percent of high school seniors who were already deemed “proficient” in writing were actually able to write well-organized essays in which they took clear positions and consistently supported those positions with evidence. Even worse, only six percent of them could make informed, critical judgments about written text they were asked to read. The risk is clear: those who cannot formulate coherent arguments and analyze supporting statements are susceptible to believing falsehoods. An ignorant society is a gullible society, easily led down dangerous paths based on misinformation, propaganda, and fear of the unknown. Critical thinking, on the other hand, empowers a person to discern facts from spin and arrive at conclusions and decisions that are evidenced-based and supportable by reason and objective data. Another issue is that educational reformers have turned critical thinking into a buzzword that lacks any real meaning.

Common Core—one of the more controversial sets of school standards in recent history—describes itself as “developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. ”Yet, these standards have not been tested, provide no evidence of their ability to meet these claims, and have been forced onto millions of children throughout the United States of America—children who have effectively been turned into human guinea pigs as part of a massive experiment in education. Thus we see that the very arguments used to convince legislators to implement Common Core discouraged dissent; and now that it’s in place, the assessment methods the program uses cannot measure the creativity, experimentation, and debate that critical thinking requires.

Critical thinking is a term that has been co-opted, much like a snake oil salesman's use of the word "cure" to describe his worthless product. The simple fact that the term has been increasingly bandied about does not mean that more people are actually developing the skills and techniques that equate to critical thinking. As of 2014, "mentions of critical thinking in job postings ha[d] doubled since 2009," according to The Wall Street Journal. Their analysis found that "more than 21,000 health-care and 6,700 management postings contained some reference to the skill." Yet, despite the desire of employers to find would-be workers with the trait, "bosses stumble when pressed to describe exactly what skills make critical thinkers." Let that sink in—even those looking for employees who possess critical thinking skills cannot define what critical thinking skills are.

The words have entirely lost their meaning Parents who want their children to become independent-minded adults, able to differentiate between sound and faulty reasoning, must make sure that critical thinking does not remain a mere buzzword. It is a necessary character trait—a persistent desire to question, analyze, and seek new perspectives and learning. It's also important to recognize that critical thinking does not exist in a vacuum. Rather, it is a layer built on top of a foundation of basic knowledge. Children won't become subject matter experts merely by questioning and critiquing everything they're told.

In many subjects, and especially at the introductory levels of each subject, there are fundamental and well-established rules and truths that simply need to be learned. Before your children become thinkers, they must first be learners; we cannot evaluate what we do not understand. The role of the teacher is transformed under the critical thinking model. Unlike the authoritarian approach where teachers provide both the questions and answers, while the student's job is to listen and sometimes ask a question of their own, the critical thinking model requires students to provide both the questions and the answers, while the teachers merely facilitate and guide discussion.

This shift encourages self-directed, independent learning, enabling children to take ownership of their education—a necessary aspect of passion-driven education, which we'll explore later. I emphasize the importance of critical thinking, as we ponder what our parental goals are, because of its enduring relevance—and, sadly, its short supply in our society. Its primary benefit, for both individuals and society at large, was eloquently articulated by William Sumner, the first professor of sociology in America: The critical habit of thought, if usual in society, will pervade all its mores, because it is a way of taking up the problems of life.

Men educated in it cannot be stampeded by stump orators and are never deceived by dithyrambic [wildly enthusiastic] orators. They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence, uninfluenced by the emphasis or confidence with which assertions are made on one side or the other. They can resist appeals to their dearest prejudices and all kinds of cajolery. Education in the critical faculty is the only education of which it can be truly said that it makes good citizens.

Our challenge as parents is that we cannot predict what life will be like for our children. There is no set of formulas or facts we can drill into them that will be guaranteed to help them resolve a future marital conflict, workplace challenge, legal battle, or any number of other circumstances in which they may find themselves. The modern education system might have you think otherwise, but life is not merely about acquiring the maximum amount of knowledge; success for your child will not come by being able to regurgitate data. What our children need are the tools necessary to solve whatever problems they encounter.”



Geoff Graham
@geoffreydgraham

If children started school at six months old and their teachers gave them walking lessons, within a single generation people would come to believe that humans couldn't learn to walk without going to school.

3:16 PM · 12 Feb 18

2,530 Retweets 7,187 Likes

March 4, 2018 - Elysia Keillah

<https://www.wholebeings.co/blog/2018/2/23/lxefz4xzbsmfndri8j04oanuxs5r96>

Does Everything Need Measuring?

Dead link as of 2022?

Most of you know where we stand with making a change to how education looks. So it sounds really nerdy, but when the founder of Alibaba group stated this at the World Economic Forum we got pretty excited!

At the forum, Jack Ma stated – “Education is a big challenge now. If we don’t change the way we teach, 30 years from now we will be in trouble. The way we teach, the things we teach our kids, are the things from the past 200 years. It is knowledge-based. And we cannot teach our kids to compete with machines—they are smarter. Teachers must stop teaching knowledge. We have to teach something unique so that a machine can never catch up with us. Values, believing, independent thinking, teamwork. Everything we teach should be different from machines. If a machine can do better you need to think about it.’

He went on to talk about focusing on 'soft skills'. Soft skills 'encompass non-curricular emotionally-based skills that are not generally measurable.' It got me thinking education might be taking SO long to catch up because - 'measuring' has become part of the wallpaper at educational institutes - it would be hard for these institutes to turn around and put a focus on skills that aren't measurable. The whole system has become dependent on measuring. BUT.... What doesn't depend on measuring is each individual

child who enters a classroom. I can wholeheartedly say that by teaching 'what is going to be on the test' or 'what needs to be measured' - our children are completely missing out on revealing their true potential and developing a love for learning, creating, designing, inventing and so on. Exactly what the world needs. Exactly what is being presented at the *World Economic Forum. Once a child in our after school program was handed a bowl filled with objects and loose parts to create with. They asked us if it was a test???... It took a lot of reassurance to convince this child that the creative process experience wasn't 'a test'! When we look at the group of 3.5-5 year olds we teach each day - we truly hope that 'creating' never becomes a test and is never measured! It would take away how their mind organically works.

In our beautiful part of the world, we may only have a small community of people that follow our way of educating - but at least it's a start. The start of people deciding that they don't want their child solely focused on academic achievements without noticing humanitarian values such as kindness, compassion and peace. Soft skills such as collaboration with others, communication, creativity, integrity and emotional intelligence. Or measuring a child's success based on the grade they received - rather being present and showing an interest in the creative ideas they have on a daily basis. Education, it's time to catch up.

*Why we left public education authors note: The WEC (World Economic Forum, Klaus Schwab) has proven itself to be orchestrating a globalist technocratic transhumanist agenda. They're not your friend. However, every speaker at their forums isn't necessarily evil. Soft skills are important and testing has become a major problem in public schools. Just because a robot/computer can do it doesn't mean you shouldn't learn facts. Jack Ma said, "Teachers must stop teaching knowledge." That's highly suspect but I do endorse what Elysia Keillah is teaching in this article about educating the whole person. That's why I included it here. Another issue I have with this article is that it seems to assume that education is mainly for economic gain. Look at who invited him to the forum... This is probably because the public education system and most parents assume the same. True education should teach learning and allow for the discovery of self.

You Have a Choice

<http://www.schoolandstate.org/stats.htm>

Wayback link

<http://web.archive.org/web/20190209174504/http://www.schoolandstate.org/stats.htm>



The number of students independently schooled (private and home) in the United States is about equal to the number of public school students in the following 25 states (and Washington, D.C.) COMBINED: Alaska, Arkansas, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming, and Washington, D.C.

It's important to realize the decision is not only between public or homeschooling. Private schools are popular for those who can afford them. When you look at the student distribution in terms of public or other categories you see just how many families are voting against the public school system. Private schools account for about 24% of all elementary and secondary schools in the US according to the US dept. of education. Add homeschool stats (1.7 million students) to the private school stats and you can see how many families prefer not to send their kids to public school. As mentioned before I believe it is reasonable to assume that many more public school families would choose homeschool or private school if their financial situation gave them the freedom to make the change or if they were given a voucher to make the choice.

Nobody has surveyed to collect this data but it seems rather obvious that many people would choose a private school or homeschool if they could. I'm sure many homeschoolers would choose a private school if they could afford it. If we think of education as a product and the government was able to write a check to each family for the amount the state spends per child x the number of school-age children they have what would these families do with the money? Let's also assume they have to provide public, private, or home school to their children. How many people would send that check back to the public system and enroll their kids there? The state of Utah spends less to educate students than the majority of states (\$8,014 per student in 2019). <https://www.census.gov/data/tables/2019/econ/school-finances/secondary-education-finance.html>



If the state gave us that money to spend on a private school we would have \$32,056 per year. When I calculate what we would pay to send our kids to a local accredited faith-based private school we've personally vetted it would cost us \$33,794.

<https://af.americanheritageschool.org/tuition/>



In other words, we would have to come out of pocket for \$1,738 per year or \$144.83 per month. If educational costs were tax deductible the effective amount would be even less. If this were a reality it would be an attractive option for us. Then I think about what we could do with that much money as a homeschool... At least I would have the freedom to choose which sounds like a much better option. As an aside American Heritage students have an average ACT score of 25

vs. the state average of 20. The student-to-teacher ratio is 13:1! Remember the state median is 24 students per class for elementary and 28 students for secondary.

Most of the time there is only 1 teacher per classroom. They have a 100% graduation rate and their slogan is "LIBERTY Choosing moral self-government as the foundation of thriving individuals, families, and communities." Yes, there are very expensive private schools but if vouchers were possible I guarantee the competition and demand would drive costs even lower while maintaining a higher level of quality. If the private sector can do better for a similar cost why not encourage it? I think I know why. The monster isn't going to throw itself off a cliff. Spending more doesn't guarantee quality but Utah is in last place.

If the private sector was allowed to compete for tax dollars the public schools would start shutting down from lack of support. So the system will continue to protect itself as long we allow it to. Even poor children could get into a private school for what the state is paying already. There is no valid argument for keeping the current system when there is a high-quality alternative available. If the teachers and staff currently working in the public system can produce results they will find work. Those that aren't good at their job will find a new profession. People tell me I'm crazy when they continue to prop up an ineffective system.

In addition to the many caring and competent teachers in public education, there are individual, corporate, and political parasites attached to our government host. All of the parasites attached to the host will do everything possible to keep the host alive but they certainly have no plans to detach themselves. We need to expose them to enough heat and light to force detachment. Private school is a great alternative to public school but I believe even private school would have a difficult time offering the same benefits as a loving homeschool environment can.

Diploma and College Readiness Without Public School Why You're an Absolute Idiot If You Don't Go to College – 5/1/2022

<https://www.youtube.com/watch?v=8utmmWoBSBY>



“Should you go to college? Of course, you're absolutely nothing without a college degree. Plus, the best way to get ahead in life is by starting out behind in \$100K of debt.”

I copied the following comments from the hilarious JP Sears video linked above to give you a flavor of some of the varied educational experiences possible with and without a degree. The story we're all told is to work hard in school so you can get into a good college which will then allow you to get a good job to support yourself and or your family. But is this formula correct for most people? Put another way if one is homeschooled and fails to acquire an accredited high school diploma and be accepted by a good university and earn a degree is that person doomed to fail in life? I think even the most academically inclined rule follower can look around themselves to find many examples that defy the classic school formula.

Technology makes that statement more true with each passing day. Homeschoolers can major in anything from day one which can offer a distinct advantage over the classic public school hoops. Being well-rounded may not be the shape that allows your child to reach their natural potential for happiness. A child's soul yearns to embrace its potential. We can create true happiness by honoring a child's mental, emotional, and spiritual sovereignty, As a child develops we should love and support them but recognize the inclusions of the soul that can develop when we use force to push them into the “scientifically” designed confines of the educational box that has been developed by conspiring men and women in and around the public education system. Please honor the children. They need you.

“Shawol525

1 year ago

When I was in high school I didn't know what I wanted to learn in college. I didn't have a subject in mind. I was the "smart" kid and felt pressured that I had to enroll into college and get a medical degree. Our school had also turned into a charter school so the counselors were pushing for college applications. They didn't care which ones, just pick the 5 you're somewhat interested in and apply. When I finally did pick a university to go to, I told my counselor that it was expensive and it was out of state. Without looking into it, she told me that because I'm from a "low" income family I would get a full ride scholarship. I told her I looked into it and that the school would only cover part of my tuition.

While I was lazy at the time to apply for more scholarships, the counselor just kept pushing to apply and accept whatever college.

It was when I graduated high school and walked in the ceremony that it clicked why they were pushing so much. They were announcing how many students were graduating compared to when it was non charter and how many students applied for college compared to the previous graduates.

Mind you the bar was also lowered to graduate. Students who ditched class, disrupt the teacher, didn't put in the effort, they all graduated. While other students, myself included, put effort into our assignments and it felt like I was robbed. Like seeing some girls crying that they graduated and saying omg we made it. All so the school can show the numbers that they made a difference."

"LV

9 months ago

That is so fucking true. They do that in a lot of high schools, mine included. I was quite confident that I wanted to go to uni at that time so the counselor didn't put pressure on me, but I'm pretty sure they would have done the exact same. Plus these statistics are bullshit, it's so easy to graduate now. I might get a very good grade even though I barely put any effort this year. It makes 0 sense to compare the number of graduates. In France now if you want to go to the highest ranking schools it's a comparison between who has 100% and who else 100%. They try to compare you on so many levels when it has been proven that above a certain threshold, your grade or school ranking doesn't matter anymore. Lit I have a friend who's been working his ass off to try to get in the top schools, and he's been refused everywhere. Seriously it's a scam. Plus let's be honest 80% of career counselors are of no help. They don't even tell you not going to uni is an option and they give you 0 support."

"Elegante

3 months ago

You know, I barely realized that, that was my high school too. I should of seen it earlier, they always bragged about having the highest graduation rate and highest going to college rate"

"E Hold

1 year ago

@Meme Mistake and your point? A vast majority of inventors that have made massive impacts on human life didn't finish college or even attend. The point is the drive for information is important not who teaches you. I can basically learn anything about engineering through vast amounts of internet site, youtube etc, and actually learn all about the subject I want without the hassle of other things in the way. Why do I need a foreign language credit when I'm studying math? This is not more inherently noticeable in today's time when you can basically learn anything at the palm of your fingertips. The point is how determined are you to learn the craft you want to learn."

"The Lord of the Spirals

1 year ago

@E Hold If I remember correctly the dude who designed the Spitfire wasn't a graduated engineer, in fact he never went to college. All the knowledge he had in the field was self taught"

"E Hold

1 year ago

@The Lord of the Spirals there were alot of aviation pioneers (who weren't really successful but gave valuable insight on aviation) that didn't graduate college/university. Wright brothers didn't attend."

“Tsipher

1 year ago

I remember when I hooked up a lady’s internet service (I work for an ISP as a Technician) and when she asked about my training and requirements for the job, she basically hinted that I would have gotten farther with a college degree. When I asked where she went to college and what she does for work, she took offense and gave me a negative review for rude behavior. She told me that she was unemployed due to the pandemic. Also, I make \$45K a year and working on getting my Bachelor’s in Computer Networking and Security (paid for by my Army service). I started this job before my college program, so basically, you don’t need a degree for a good job/career, anybody that thinks otherwise is in debt and thinks the world owes them something.”

“Joshua Lennep

1 year ago (edited)

4 year college degree from ole miss. Ended up being a welder and a carpenter. Go figure. Got a good amount of debt though. All you need to be successful in life is drive, willingness to work hard, and to never stop trying to learn. With technology, we have more access to information than ever before. Teach yourself.”

“Benjamin Dover

1 year ago

I'm twenty five years old, I went to college for three years and am in approximately £50k of debt (about \$80-\$100k). Looking back I could've gone to trade school at the age of sixteen and within three years been earning £40k annually, no debt, building my own business with skills that last a life time. Instead I have a useless degree in history and a slowly expanding stomach.”

“Cates White

4 years ago

This needs to be seen by all delusional parents who try to shame their kids into college.”

“Artistli

1 year ago

I wish this video came out 10 years ago. I was basically guilted into going to college and guilted into a program that I did not enjoy.”

“LMNT XO

1 year ago

I'm a teacher, and I'm not even mad at this.”

“Hallie Cantor

4 years ago

I'll never forget an employer saying he didn't want to hire college students because they had ego problems.”

“Gogoleate este

1 year ago

You totally have convinced me to go back to college to get 75k in debt again after getting 75k in debt initially and not finding a job after my first degree, what I need is to do the same again.....second times the charm”

“foxhound 34

4 years ago

Equally part of the problem are those jobs that require a degree that you clearly don't need one for.”

“draco dragon

1 year ago

“Everyone has one and at the same time, some how, having a degree sets you apart from everyone else”

Me realizing everything I've learned in school up until this point has been a lie”

“Gabriel Jordan

1 year ago

I'm almost at a 100 grand a year and I'm just an electrician who did horrible in high school.”

“It's time for a fucking crusade

1 year ago

The only ones that benefit are the colleges with how much revenue they bring in every year, and they don't have to worry about losing customers since they have kids being rigorously trained since they were able to understand language that college is a vital part of their life.”

“CDDevelopment

1 year ago

I work in game development and I'm doing pretty well for myself on a portfolio alone. I dropped out of college because they were trying to teach programming like it's math and there's only one right answer. CS degrees don't get you too far from IT and Networking because it's widely understood that CS courses teach students how to copy out of textbooks, NOT how to actually program.”

“Christian

4 years ago

\$100,000 in debt? Try \$300,000 for many college students.

As a former high school teacher, I used to advise my students to go to a community college for prerequisite classes unless they had a scholarship. Secondly, I recommend only moving on with a bachelor's or higher if they knew exactly what they wanted to do and that profession required a certain degree. If they were absolutely positive that they wanted to be a doctor and had the grades/skills to do it, then bite the bullet and go to the best school available. Other than that, get a job, go to trade school, etc. There are a ton of hair dressers, mechanics, etc., who make a good living and enjoy what they do. Higher education, by and large, has become a scam to get money from naïve young people who've been told their whole life that they have to go to college. Go if necessary, otherwise stay away.”

“David Phillips

4 years ago

As an electronics technician, I owe a lot of my opportunities to this stigma. Everyone wants to be an engineer, but no one wants to service or manufacture the engineered products. It's created a labor shortage in my field. I spent \$1000 at a trade school and got right to work, and I'm doing pretty well.”

“Zeke Bartlett

2 years ago (edited)

Because 30 years ago a college degree would set you apart, that means it still does today." I wish someone had screamed this directly into my ears for 3 years before I kneecapped myself for life at age 18”

“Rick57

2 days ago

After high school I when to college and earned my associate degree in electronic technology and industrial maintenance that's two years of college. I got into an apprenticeship program before I graduated with a oil company to work off shore on a drilling platform, I started off making \$ 23.00 an hour now after 18 years in the business I clear over 165 K a year and hoping to retire at the age of 55. It's been hard work but I owe no one anything my house and all my vehicles are paid for, I did all this without having a huge college debt looming over my head. Learn yourself a trade, a craft there is no work out there for a four year degree in advance underwater basket weaving trust me.”

“Carlos Rodriguez

1 year ago

As someone with 3 masters degrees, \$100k in debt, and barely reaching a \$70k salary after 8 years of my life wasted. I wholeheartedly support this message.”

“David B. Wright

4 years ago

Don't forget that because student loan debt is non-bankruptable, by incurring massive amounts of it, you're showing potential employers your irrevocable commitment to your career and success:~)”

“Nick McMurray

1 year ago

I'm a Communications Major, still have one more semester before graduation, and I'm terrified. I've got a pretty average GPA and I haven't learned any communication skills that are applicable to a real life job. I've had to write countless papers and presentations about useless communication theories that simply boil down to “how to be politically correct”. In my lectures we talk about white privilege and micro-aggressions. We talk about critical analysis of organizations that may or may not be doing things ethically.

We talk about Karl Marx, new age feminism, cultural biases and even given lessons that stereotype people by their race and name their lessons: “how Latino/a people communicate: Rooted in revolution”. I just wanted to learn corporate communications, how to make a deal or a sale, how to communicate to your staff as a leader, etc. Instead I'm learning useless information that doesn't translate in the business world and my grades haven't been anything fantastic because I just don't give a shit about the useless crap that I'm learning. I just wanted to learn useful communication skills”

“whitexchina

2 years ago

Agree, college for me was a waste of time & money.

Everything that I learned in life, that is of value, I learned outside of college.”

“Tridium Master

1 year ago

Haha. I love this one. I am a moron with out a college degree I work in a high tech field. I give the green light to engineers all the time before a project can even begin. I also make a lot more than them. I have them ask me all the time were I went to school and when I tell them my trade school I get the best looks ever. Priceless. Ultra thumbs ups on this one.”

“bloodbuddy7

4 years ago

A lot of us were in a kind of bubble of belief around our families at the time we made the decision to go to uni and had very little financial awareness.... so annoying! Agree with everything in this video...”

“Rachel Deschenes

5 months ago

I went to a 4 year university for one semester 7 years ago and just paid off my loan a few months ago (deferred it for a few years while paying out of pocket for community college) still don't know exactly where my life's going career-wise, but I can pay my bills and save money for adventures”

“Andrew Cano

1 year ago

The only reasons I see that a person needs to get a college degree are: 1) if you're going to be a doctor or something in the medical field.

And 2) if you're going to be an attorney of some kind.

There's probably other fields of work that require a degree but if you're not aiming to be a doctor or a lawyer then”

“Scotty J

1 year ago

I was so happy when college was over with. Got my folks off my back.”

“gdcat777

1 year ago (edited)

I was told that I had to go 40 years ago because "you will earn more money...." BS. I've never made much at all, and when I graduated, my degree's major was obsolete because of technological advances that happened when I was in college. It was a total joke, and I made absolutely no friends. But my dad paid for it and it was dirt cheap then.”

“Mike G

1 year ago (edited)

As a high school drop-out, I have to admit that once in a while, college graduates have made decent employees for myself, we still have one that has made the grade in terms of competence, out of my 30 employees. My wife, also a high school drop-out, concurs, she hired a college grad in 2019 and he made a good warehouse worker until he left in Nov 19 to Europe to "go discover himself." Fortunately he was easily replaced in her warehouse.

Note: I'm not saying dropping out of high school is good, my wife and I were both actually students with high grades, we just both happened to have parents that were okay on us starting our careers early (me in a trade where now I own a business in it, her she wanted to develop products for pets, now she distributes to major retailers across the US). School is good, can be good. It's just not the end-all be-all that leftists crow about.

I bought my first house in my mid-20's, my wife bought her first at age 21. Neither of us have ever had truly challenging money problems."

"CJ

1 year ago

My uncle urged me to go to college because it's "very difficult" to get a job without one. By age 24 I was offered a good salary with good benefits, without \$150,000 debt looming over my head."

"Thunder Cricket

1 year ago

As Mark Twain put it: "Never permit your schooling to interfere with your education"

"Laura Holbrook

1 year ago

My teachers told me, if i dropped out and got my g.e.d, i wouldn't amount to anything and i would work in fast food my whole life. Well, i've been a licensed cosmetologist for 5 years and i make more than those teachers and do half the work. But ya know, high school and college are the only way to go."

The College Scam – 5/29/2018

<https://www.youtube.com/watch?v=m4qLDXfXgbs>



"A new book makes The Case AGAINST Education. Who would argue against education? Economics professor Bryan Caplan. He tells John Stossel that "what we need to do is to go back to a world where college is not so accessible. That's because most people don't learn much in college. Studies find that a third of people haven't learnt anything detectable after four years in college. Yet government pours about \$80 billion a year into college subsidies.

"Taxpayers ought to know that they're getting ripped off," Caplan tells John Stossel. He says taxpayer money mostly helps more people signal their ability to conform to college expectations. When people get fancier degrees, says Caplan "their income generally goes up ... but the reason ... is not really that college is pouring tons of job skills into you. The reason is that it's impressive." Lots of signaling, he points out, is bad for society.

"Imagine that you were at a concert, everyone's sitting down and you want to see better," Caplan says. "What can you do? Well, you can stand up, and of course then you'll see better. Now, it does not follow though that if everyone stands up, everyone sees better." As more people get degrees, more employers demand that "signal." Employers now require degrees for "jobs where it used to be crazy to think they would need a college degree," like being a high-end waiter, says Caplan.

Stossel pushes back: Surely college is also about learning. Caplan responds that if students wanted to learn they can just walk on to a campus and attend class. Caplan says professors are happy to let the student attend. But few students do that. "In people's bones they realize that what really counts is that diploma," Caplan says. Caplan does think college is great for a few people like him – tenured professors. He can never be fired, gets paid well, and only has to teach classes for five hours a week.

"That's a scam," Stossel responds, "we're paying so much money for people like you to teach five hours." "Yeah. Well, I'm a whistleblower," Caplan quips. Caplan says we should stop subsidizing the scam: "the wisest solution ... would be if government just got out." Stossel agrees: separate school and state." My favorite quote in this video is "If students really wanted to learn they would just do it. If you want to go to Princeton you don't have to apply, just move to the town and start attending classes. Nobody does that. In peoples bones they realize that what really counts is that diploma." Everyone needs to go to college is one of the biggest lies of the modern world.

But how will my child get into college without a diploma from an accredited high school?
Homeschooled applicants by Matt McGann '00 – 9/5/2006

https://mitadmissions.org/blogs/entry/homeschooled_applicants/
<https://archive.ph/M1WaT>



“Over the past 5-10 years, we have seen a surge in homeschooled applicants. Homeschooled applicants still make up less than 1% of our applicant pool, and homeschooled students corresponding still make up less than 1% of our student body, but these numbers are growing. These students come from urban, rural, and suburban neighborhoods; they have been schooled in the home and under the umbrella of larger communities; some have been granted a formal high school diploma, while others were not. Please note that we do not require a high school diploma or GED from our applicants.

At MIT, we do not have separate requirements for homeschooled applicants. Homeschooled applicants, like all of our applicants, are considered within their context, which includes schooling choice, family situation, geographic, location, resources, opportunities, and challenges. However, we do have some tips for homeschooled students, based on successful applicants we have admitted in the past.”

Homeschooled Applicants - BYU Enrollment Services 2022

<https://enrollment.byu.edu/admissions/homeschooled-applicants>
<https://archive.ph/IGXFW>



“As part of the application, homeschooled applicants will be required to submit any high school or university work completed through an institution accredited by a regional accrediting agency.

If you will not graduate from an accredited high school or complete secondary school through homeschooling as required by your state, you may be required to submit a GED or state-recognized high school equivalency exam. If this is a requirement for you, it will be listed on the status page of your online admission application.”

From Homeschool to Harvard – 12/10/2017

<https://www.thecrimson.com/article/2017/12/10/homeschool-harvard/>

<https://archive.ph/ACIm6>



“Linsuain said his less traditional education means that he often thinks and structures his ideas differently from his peers in situations like essays, cover letters, and job interviews. “I often would not write an essay in the same way that other people would because I feel like many people here were taught to write it in a certain way and I wasn’t,” Linsuain said. “I feel like many people have a certain conception of how it should be done and I kind of have my own.”

Farrar agreed that her self-led approach to schooling felt more natural to her, allowing her to truly enjoy learning in college. “Homeschooling prepared me for Harvard really well because it fostered such a strong love for the act of learning,” Farrar said. “Not learning for a grade, not learning for an exam, but learning for the sheer love of knowledge itself.”

Homeschooled with MIT courses at 5, accepted to MIT at 15 - 11/16/2015

<https://news.mit.edu/2015/ahaan-rungta-mit-opencourseware-mitx-1116>

<https://archive.is/wWN8v>



“When I was five years old my mom told me ‘there’s this thing called OCW,’” says Rungta, who was homeschooled. “I just couldn’t believe how much material was available. From that moment on I spent the next few years taking OCW courses.” When most kids are entering kindergarten, Rungta was studying physics and chemistry through OpenCourseWare. For Rungta’s mother, the biggest challenge to homeschooling her son was staying ahead of him, finding courses and materials to feed his insatiable mind. “My parents always supported me and found the materials I needed to keep learning. My mother was a resource machine. As I got older, I studied math through OCW’s Highlights for High School program, and when I was ready for Linear Algebra, I watched all of Professor Gil Strang’s 18.06 video lectures. From the time I was 5, I learned exclusively from OCW. And I knew then I wanted to go to MIT.”

PART 5: Frequently Asked Questions

If homeschooling is so great then why not write a paper about why homeschooling is good rather than why public school is so damaging?

Before I answer this question I need to explain the Whatever fallacy. Over the years I've heard parents champion a popular narrative about what type of schooling is best. The Whatever fallacy says the best type of schooling is the one that works best for your family. This narrative implies that what is best for the family takes priority over what is best for the child. Some parents believe that public school is the best place for a child because it does a good job of preparing children for adulthood or perhaps they believe public school is best for social reasons like "all my friends are at school".

I hope this paper presents enough evidence to change the minds of those parents or at least provoke them into taking a more serious look at how they educate their children. Perhaps they haven't researched the available options in enough detail to make a better choice. At least they are following their conscience and are concerned about the best needs of their child. Other parents feel like public school isn't perfect but it's good enough. Besides, they made it through school just fine. Other parents feel like public school is the only option due to financial obligations. If you're married ask yourself why public school hasn't prepared you enough to make it on one income.

Do you really want to trust your child's future to a system that wasn't able to prepare you and your spouse for the kind of financial independence necessary to allow one of you to be home with your young children? Blame it on inflation or poor personal choices if you want but let's not pretend the public education system didn't play a large role in your current financial situation. After all, we've all been told if you do well in school and get good grades you'll be able to get a good job to provide for yourself and your family. That's not true but that is the most common reason for the existence of the system in the first place.

Even your crappy life choices are likely to have been influenced by public school. You might even consider the loss of opportunity that spending 13 years in school had on your current situation. What passion could you be chasing if weren't for following the constant marching orders of the public school system? If you put that time into your passion what impact would it have on your financial freedom now that you have children? Where did you run into those "friends" who sidetracked you with teenage vices? Perhaps it was in general-population (public school). Some couples make enough to allow one spouse to stay home and teach their children but that might mean one spouse gives up their career for a few years or perhaps the family might reduce the frequency and extravagance of their vacations, or they might decide to live in a more modest home or buy fewer toys. The sad truth is these luxuries might take priority over education.

A parent may not want to delay a career even if it means exposing their child to the public school system. Believe it or not, I've heard a lot of Mothers say "I could never homeschool my kids, it would drive me crazy" or "I'm not smart enough to teach my 3rd grader". That last one boggles my mind! They've bought into the myth that only certified experts can teach their children "the important" stuff or "my kids won't listen to me because I'm not a real teacher". This is nonsensical mythology for the vast majority of parents! If parents have no choice and no way to adjust their lives to homeschool their children I sympathize with your situation. I would suggest making homeschooling a goal.

I know all parents can't follow their conscience today due to financial concerns. The Whatever fallacy is related to the original question because if I focus on the benefits of homeschooling instead of the dangers of public school many people will just stick to living by and in some cases hiding behind the Whatever fallacy. Yes I wrote that! I think there are many selfish parents who could homeschool but would never even consider homeschooling without seeing the overwhelming evidence of systematic public school harm that I show in this paper. Tales of tranquil nature hikes, doing math in pajamas, or hearing your child read for the first time has no sway over these parents. Until you experience real homeschooling (not the kind public school families experienced during Covid) I don't believe I am a good enough writer to convince you to make the change. I could write a paper at least as long about the beauty of homeschooling and free education and perhaps I will but I believe parents need to see this paper to make an informed decision.

If enough people read this paper the Whatever Fallacy will become a little harder to hide behind. The claim that public school is the absolute best a parent can offer just happens to dovetail quite nicely with keeping that high-paying job and the big house. All-day kindergarten and public school in general dovetail nicely with a lower bill at the daycare and more time away from one's children to recover one's sanity. A parent might be quite happy with visitation on nights and weekends. The Whatever Fallacy protects one from criticism unless this paper becomes popular.

At that point, parents might stop suggesting that the best type of schooling is one that "works with your family". Of course, everyone has different life situations but if we all have access to the same information the people who can homeschool or even private school their children but choose not to won't get a free pass by saying "this is what's best for us". If one knows public school is a huge risk for one's child but one doesn't choose a safer and more fulfilling option wouldn't such parents be seen as willingly exposing their child's mind, body, and soul to danger?

There are some objective truths about the public school system. I've compiled or written 400 pages of objective truths that can be independently verified except for some of my family experiences. This research journal might make you mad. Please direct your anger at the multi-generational disaster we call the public education system. Or better yet you can channel that anger into really fixing the dying system. You fix it by taking things away from the system not adding to the system.

Start with the school board and work your way down to every administrator and teacher who perpetuates the daily damage to children. If you aren't willing to fix the system then get your children out. The third choice is to keep sending your children to school so they have the attendance necessary to earn their WPU (weighted pupil unit). How many times have you heard "do it for the children?" Well, perhaps we should do it for the children. My wife and I have done it and so can you.

Why do you hate teachers? They're just doing their job and they should be praised for doing what they do.

I hate teachers but not in the way you might think. I actually love good teachers. I love teachers who listen to children and know the value of teaching children how to be their own teachers. I think a teacher is one of the most honorable things a person can be. I believe that some people are born teachers and then develop this talent throughout their lifetime. Turning a non-teacher into a teacher is well beyond the ability of state-certified programs. Everyone knows a good teacher when they experience one. The teachers "I hate" are the teachers who think it's just a job. I hate the type of teachers who don't care about harming children.

I hate teachers who deliberately harm or humiliate children. I hate teachers who refuse to stand up to the system on behalf of children and parents. These teachers perpetuate whatever they are told to perpetuate. While we're at it I hate administrators who refuse to stand up for teachers and children. If you are a good teacher the world needs you. Did you know many teachers homeschool their children when the time comes? Why do you think that is? You should find one and ask them why they don't send their children to public school;)

Were you bullied in school?

Yes, I was bullied due to a disability but that doesn't make me unique. It isn't something I look back on with anger or sadness. Looking back I felt more bullied by the public school system than the other inmates. There are some naturally mean kids but the kids who bullied me were likely suffering from some form of school psychosis. Many of us were suffering. I always felt like something was wrong or unnatural about school but I couldn't express what or why. I loved to learn things but I just felt awful most of the time. I experienced good moments in school too. Kickball tournaments during the last week of school were a lot of fun! I had a few teachers who seemed to care but most of them seemed to be doing a job. As an adult, I think I yearned for much more self-directed learning.

Instead, I experienced drills, quizzes, more and more limited creative opportunities, strange adults who didn't seem to remember what it was like to be a child, constantly lining up and waiting for the crowd to be controlled, constantly watching the clock and waiting for time to be my own, poor curriculum that taught facts but hardly ever focused on the real why of things, an inability to get the classes I wanted, and a complete lack of connecting curriculum to my future. By the time I entered high school my spark for learning and patience for such a nonsensical system nearly extinguished my love of learning. It has taken me years to build that spark into a roaring fire. I want to save children from a system that does this to generations of children. There has always been a better way.

Why didn't you put your name on this research paper?

Those who are sympathetic to the message contained in this research paper might use my identity to thank me for taking the time to research this topic or ask a follow-up question. More likely my identity would be used to undermine my research. Those auto-defenders of the public school system who think I've wrongly attacked the system will try to discredit my research by attacking the messenger (me). I don't need credit for writing this. I wrote this to help other parents make an informed decision about whether they should use the public school system or not.

Why don't you provide a more balanced look at educational options instead of cherry-picking and highlighting negative events and policies found in the public school system?

This isn't a consumer report weighing out the pros and cons of each type of school system. This is a research paper written to give you a biased look at the public education system. For my entire life, I've listened to biased views on the benefits of the public school system. Any obvious inadequacy of the system would be explained away as a parent or funding problem. Alternatively, the auto-defenders of the system would claim that it's the best education system in the world. "After all, look at the genius this country has produced over the years." The USA is home to many great innovators but I don't believe that has much to do with our education system.

Many great innovators were homeschooled. Dr. Francis Collins was a great innovator who was homeschooled until 6th grade. In his book, “The Language of God” he says that his parents were Yale graduates who did the “60s thing” in the 1940s, seeking a simple agricultural lifestyle on a farm without the use of machinery. Homeschooled in a place with no running water and few other physical amenities, Collins treasured his unique upbringing for the remarkable culture of ideas created by his parents. He writes, “Those early years conferred on me the priceless gift of the joy of learning”. Collins led the Human Genome Project which culminated in sequencing the human genome in 2003. Thomas Edison is perhaps one of the best examples of a homeschooler who was allowed to follow his passion. Many of his inventions reached their conclusion and blessed the world.

Thomas Edison Would Have Been Given Adderall Today – 4/13/2017

<https://fee.org/articles/thomas-edison-would-have-been-given-adderall-today/>

<https://archive.ph/yTpPw>



“In 1855, when he was eight years old, Thomas Edison enrolled in school for the first time. After 12 weeks, his teacher, Reverend G. Engle, called him “addled,” or unable to think clearly. Edison apparently hated school and its heavy focus on sitting, memorizing, and repeating. As biographer, Louise Egan, explains: “Tom was confused by Reverend Engle’s way of teaching. He could not learn through fear. Nor could he just sit and memorize. He liked to see things for himself and ask questions.” Edison’s mother, Nancy Edison, approached Reverend Engle about her son but found his ways too rigid. She felt that he forced things on the children. His mother quickly decided to pull Tom from school and allow him to learn at home, where he developed a passion for books and knowledge.

Edison’s education was largely self-directed, with his mother avoiding most top-down instruction and instead allowing Edison to learn naturally. Edison’s biographer, Matthew Josephson, writes: “She avoided forcing or prodding and made an effort to engage his interest by reading him works of good literature and history that she had learned to love...” Nancy Edison facilitated her son’s learning by noticing the things that interested him and by gathering books and resources to help him explore those topics more fully. Nothing was forced. There was no coercion. Edison became a voracious reader, and by the time he was 12 he had read the great works of Dickens and Shakespeare and many others.

He became interested in science so his mother brought him a book on the physical sciences—R.G. Parker’s School of Natural Philosophy—and he performed every experiment within it. This led to a passion for chemistry, so his mother gathered more books for him. Edison spent all of his extra money to gather chemicals from a local pharmacist and to purchase science equipment, and he conducted his first experiments in a makeshift lab in his home’s basement while still just a tween. Josephson writes that in allowing Edison so much freedom and self-direction, his mother “brought him to the stage of learning things for himself, learning that which most amused and interested him, and she encouraged him to go on in that path.” Edison himself wrote about his mother: “She understood me; she let me follow my bent.”

What a remarkable Mother! While it's true that I could "cherry pick" many great innovators who attended public school as well it doesn't mean that public school prepared them for greatness. Public school may or may not have held them back in any way either. Some children are more emotionally resilient or they may be driven enough to realize their greatness despite public school. There are factors beyond the scope of this research paper that could account for winning against the odds. Writing this paper highlights some of the physical, emotional, mental, and spiritual dangers a child may encounter in the public school system. I believe parents need to look at the evidence contained in these pages and ask themselves if exposing their children to these possible and likely dangers is MORE or LESS likely to benefit their child.

Do you as a parent even recognize the evidence of harm in these pages as dangerous? Perhaps you believe playing the odds is worth the risk because the risk is so low and your personal price too high to remove them from public school. Most parents I know say they would do anything for their child. Would you? Would you or your spouse give up your career for 13 years to allow your child to be nurtured in a safe harbor that allows them to follow their passion or would you prefer the tracked and prodded approach to "guarantee" your child earns a certificate that proves they knew enough of the curriculum taught at a given moment to move through each grade until graduation day?

Do you really trust a system responsible for the last 400+ pages of negativity to know what is most important to teach at any given moment for the majority of students? When was the last time you used algebra to get through your day unless your job very specifically requires it? But algebra was just used to exercise very important parts of your brain, sort of like running laps for fitness (sarcasm). Using algebra in your life after school couldn't have been the reason because it isn't used by most people. What subject could you have learned that might be dearer to you then or even more useful today instead of spending time in algebra class? You could probably insert many subjects where I wrote algebra.

The public school system claims to be a massive jobs program but how exactly does a rickety old public ed system prepare students for jobs that don't exist yet? By teaching and testing subjects that have no place in the future of the learner of course. The system can't even teach reading correctly. You don't teach reading with an emphasis on site words. If you were given the opportunity to retake every test or quiz you were given in middle school and high school would your score be higher or lower? Let me guess... Perhaps you'd score the same or better but the vast majority certainly would not. That doesn't mean they're dumb, it means what they learned hasn't been used or they assigned no value to it.

Congratulations for jumping through every hoop you were asked to but that only shows obedience. In some cases, children were moved to the next grade when they had no business moving on. Thought of another way imagine a straight-B student. This is evidence that they don't know 20% of what they're taught. Now imagine they are a B student every year. By the time the student reaches 12th grade, the student could have a large learning deficit but still be considered a good student. By the time high school, especially senior year rolls around they might just be gaming the system. Being a teacher's aide or taking multiple aerobics or weightlifting classes could be a way to waste the last year on campus. One of my biggest complaints about the public education system is the massive amount of time that is wasted each year. Wasted time is wasted human potential.

I've selected many stories and pieces of evidence in order to cast doubt on the character of the system. Some people think we need to reform the system. My opinion based on the data I've reviewed as well as the personal experiences of myself and others is that the system has been given ample opportunity to correct its problems. Perhaps one could compare the public school system to a cancer patient. Chemotherapy might extend the life of the patient by months or even years but the quality of life would be questionable and the end is coming soon. Perhaps this paper is really just a post-mortem for a system that lost its life years ago. The public school re-branders and auto defenders might be compared to Dr. Frankenstein attempting to reanimate the various parts of the system.

We tried homeschooling during the pandemic and it was awful. How do you deal with that much stress all the time?

First of all public school at home is not the same as homeschooling. Some people believe our goal as homeschoolers is to replicate public school in a safer environment. Some homeschoolers start out this way but that usually changes over time. During the pandemic, I learned that many parents had many of the downsides of public school and hardly any of the good parts of homeschooling. Parents were forced to place children in different areas of the house so they could attend online classes without spilling over to their sibling's class going on at the same time. School at home was also forced upon so many and that is completely different from choosing to homeschool. Figuring out how to make public school happen in your home during the stress and uncertainty of a pandemic is begging for failure. Many parents were also forced to work from home adding even more stress and even technical challenges. Many parents found out what the curriculum is really like in public schools during this time. Without certified teachers, many parents gave up.

The best way to homeschool is by planning your child's departure from public school and finding your groove over time. It takes time to find out how your children learn best just like a public school teacher with a new class of students. Be open to new ways of helping your child learn. Many homeschool Moms will tell you it's a good idea to let your child detox from public school. This might mean taking a month off to start. Perhaps it will involve lots of outdoor adventures. Remember, homeschooling is about facilitating your child's education in different ways than you may be used to.

If you aren't the best teacher for a given subject reach out to other homeschoolers for someone who can teach what your child needs or wants to learn. Homeschooling should begin to feel natural over time. Whether it feels natural or not you should reach out to a local homeschool co-op. You'll find many nice people willing to help your family create an amazing homeschool environment!

So how do I remove my kids from public school?

The process will vary from state to state. A good place to start is <https://hslida.org/legal/> They even have a how-to video for each state. In Utah, we are only required to send the school district a signed and notarized affidavit stating that we plan to homeschool our child and that we are taking responsibility for our child's education. The district is required to send us an exemption certificate each year unless we re-enroll our child. The district affidavit form looks like this:



ALPINE SCHOOL DISTRICT

AFFIDAVIT AND EXEMPTION CERTIFICATE FOR HOME SCHOOL INSTRUCTION

Student(s) #	Student Name(s)	Grade	Birth Date(s)	ASD Boundary School	Please list any classes or activities your student may participate in at the local school with the principal's permission
Address:		City:		Zip:	Contact Phone:
Parent/Guardian:		Address (if different than student):			Email:
Reason for Home Schooling (optional):					Circle one: Part time Full time at home

PARENT/GUARDIAN AFFIDAVIT

I, _____, Parent/Guardian of the above named school-age minor(s), in accordance to Utah State Law, Section 53G-6-204, declare my intent to home school my student(s). I assume sole responsibility for the education of the school-age minor(s) except to the extent that the student is dual-enrolled in a public school, Section 53G-6-702.

I recognize I am solely responsible for:

- 1) The selection of instructional materials and textbooks;
- 2) The time, place, and method of instruction; and
- 3) The evaluation of home school instruction.

(For students with IEPs or identified through child find): My decision to home school does not in any way imply that the school district did not provide a free and appropriate public education and I understand and agree that my student has no individual right to receive some or all of the special education and related services he/she would receive if enrolled in a public school in Alpine School District, unless I have arranged for dual enrollment consistent with state law, Section 53G-6-702. I understand any request for special education service/access will be determined by the IEP Team. I have read this agreement and understand my obligations as a home school parent.

TO BE SIGNED BEFORE A NOTARY:

Parent/Guardian Signature: _____ Date: _____

State of Utah
County of Utah

Subscribed and sworn to before me this ____ day of _____, 20__

Notice the portion I highlighted. Many people are removing their children from public school because the school isn't providing an appropriate education for their children. I think that is really strange because what would a parent do if there was a conflict? I would never sign something like this because I don't agree with what it says. They do provide an (optional) space to tell them why you're deciding to homeschool. I wonder how many people fill this in. Please know that you can send your own letter to opt your child out without signing their conflicting form. Imagine returning a product to a store because it doesn't work and the store makes you sign that you aren't returning it because the product failed. How silly!

For some children, the public school system is the only safe place. Not everyone can homeschool. Won't a mass exodus of students collapse the public school system and leave these children vulnerable?

I'm encouraging a shift away from public school to any other educational system that honors the individual. There will always be parents who simply can't/won't parent for a variety of reasons. The reasons for that extend beyond the scope of this research paper. We can leave one or two schools open for these cases. The rest of the vacant system can be sold off and given back to the taxpayers to teach their own children. I believe there are parents who genuinely care about

their children and would do whatever is within their power to give them the best education possible.

I hope to encourage those parents to detach from a broken system. Do you think it's broken? There are so many options for the majority of people who have access to an internet connection and or a library. Some parents lack the confidence to become a teacher in the popular sense of the word. I want those parents to understand that doing better than the public school system is a pretty low bar to meet in many cases. I want to appeal to those parents' natural instinct to protect their children's minds, bodies, and souls. While there is power in one caring parent there is even more power in many caring parents who share similar goals.

Homeschool co-ops would be a great way to go for parents lacking financial resources and time off from work to create their own homeschool. The thrust of this paper is to help parents consider alternatives based on a true picture of the current public school system. Challenge assumptions! You CAN do it!

After reading this paper are you starting to see a pattern of how the public school system operates or do you believe the objective data and anecdotal evidence contained herein mischaracterizes a system that deserves high praise? How much smoke do you need to see and smell before you'll believe there is a life-threatening fire in the system? If I wrote about every newsworthy negative event that took place in our country's public education system over the last decade I could 10x the length of this book and some may still not get the point or say that I'm cherry-picking the bad and ignoring the good. My point is not that good doesn't take place in the public education system because I know that isn't correct. My takeaway from the combined evidence is that the bad far outweighs the good so parents would benefit their children by removing them from a dysfunctional system. Remember that we've all been trained by "experts" not to trust our own experiences and instincts. If you could fix the problems in public ed while your child is attending perhaps I would recommend pushing for change.

If it was possible to substantially improve the system within a decade your child wouldn't be able to directly benefit from the change so that isn't a good option for parents looking for a change today. Your children will have children so there is hope for a system-wide change by the time they're ready if we start today. I hope that if enough people see why we left public education they might do the same. Why would I want that? Besides my sincere hope that your child experiences a beautiful and secure childhood filled with opportunities to learn and grow, I want the public education system to change. Funding is the backbone of public education.

If a certain percentage of students left the system the system could no longer justify the kind of budget they are used to. This might create a crisis in the system that could not be ignored. In order to win back students and bring the WPU (weighted pupil unit) back up the system would be forced to change. In order to change/improve (gain their funding losses back) they would have to start asking those who left lots of questions. In order to have any hope of winning students back, they would have to make substantial changes. Some students would never come back.

If changes aren't made the public school system would continue to shrink to a free market (natural) size. Perhaps it will be reduced to a boys and girls club over time. Perhaps public school will only be used for a certain subject but the days of all-day full enrollment might be a thing of the past because parents and kids will realize that school actually keeps them from experiencing their community and world rather than allowing them to experience it. Keeping kids locked up in a building for 7 hours per day with a few dozen middle-aged adults and hundreds of little social feedback loops their age makes homeschoolers look like social butterflies.

Without public school children would have much more time to naturally interact with the world and everyone in it. Please remember that it isn't necessary for your child to attend public school in order for you to push for a change to the system. I think people underestimate the power of opting out. You can still be part of the PTA, donate crayons to a classroom, vote for the school board, run for the school board, write letters to lawmakers, publish a blog, and volunteer in school while homeschooling your child. I want to help my children first and then I want to help every other child I possibly can with this effort.

If you are a caring and skilled public school teacher reading this I'll bet we agree more than we disagree. I want you to know that this research paper isn't a rant directed at you. The world needs great teachers more than ever. My main concern is about a system that refuses to truly examine itself and fix what is broken. Parents need to understand what is going on and my goal is to make them aware.



Government schooling is the most radical adventure in history. It kills the family by monopolizing the best times of childhood and by teaching disrespect for home and family.

John Taylor Gatto

New York City Teacher of the Year in 1989, 1990, and 1991
and New York State Teacher of the Year in 1991.

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If you're a librarian please put this book back on the shelf.**

