



Indoctrination

The
**LEFT'S
ATTACK**
on our
Public Schools

by Sara Dogan

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Indoctrination: The Left's Attack on our Public Schools

One of the most tragic developments of the last few decades has been the subversion of our universities by radicals. With the exception of a few rear guard actions by brave conservative students, American higher education is now little more than an indoctrination chamber for cultural Marxism, identity racism and other anti-American ideas. And now, to make their victory complete, leftwing radicals are targeting our public schools with a similar campaign.

Today's K-12 classroom is an war zone with the left using its control of teachers' unions, teacher training schools in the universities, and textbook publishing to launch an all out effort to

indoctrinate students as young as kindergarten with “correct thinking” on subjects ranging from the perdurability of white racism and the “fluidity” of gender to the evils of “Islamophobia” and the coming man-made Armageddon of climate change.

To combat this onslaught, the David Horowitz Freedom Center has initiated a campaign called Stop K-12 Indoctrination. Its fundamental principle is that students should be taught how to think, not what to think. Its centerpiece is a Code of Ethics that works, in collaboration with state legislators, to forbid teachers from using the classroom to advance an ideological agenda. Its flagship publication is a weekly newsletter, under the editorship of Sara Dogan, that reports from the educational battlefield.

The subjects covered by the Stop K-12 Indoctrination Newsletter in recent issues show the extent of the left’s penetration into American public education and the ambition of its indoctrination effort:

- The teacher in a Virginia high school fired for refusing to use male pronouns for a

biologically female student who identifies as transgender.

- The Minnesota school district seeking to adopt a high school history text by a leftist university professor whose tone is summarized by its treatment of Donald Trump, about whom the author writes, "... His not very well hidden racism connected with a significant number of voters." Clinton voters, on the other hand, are characterized as being justifiably fearful of "the mental instability of the President elect and the anger that he and his supporters have brought to the nation."
- The teacher in Janesville, Wisconsin, who showed a leftist video in class titled "Why the Rich Love Destroying Unions" produced by the al Jazeera Media Network.
- The text assigned by the public high school in Newton Massachusetts funded by the Saudi Arabian oil company Aramco that states, among other things, that there is a "Hollywood Jewish campaign" to

portray Arabs negatively in films and that Jerusalem is “Palestine’s capital.” The Newton public schools’ superintendent excised public comments questioning this anti Israel curriculum from minutes of a school board meeting.

- The textbook for first graders in Elk Grove California that glorified California Governor Gavin Newsom, then running for office, as a “Champion for Peoples’ Rights” because of his support for gay marriage.
- The public charter school in Atlanta that dropped the morning recital of the Pledge of Allegiance in favor of a “Wolf Pack Chant” because the Pledge is insufficiently “inclusive.”

These are educational horror stories. But they show that the left’s attempted takeover of the nation’s public schools can succeed only if it is allowed to take place in the dark. That is why the Stop K-12 Indoctrination Newsletter is so important. The steady light it shines on this sinister effort is both a disinfectant and also a battle cry

for concerned parents, education advocacy groups, and state officials who have the ability to ensure that our nation's classrooms are places of objective and unbiased learning.

America's public education system has always been the cornerstone of our democracy. The left is trying to subvert our schools and our democracy. The Freedom Center's Stop K-12 Indoctrination campaign stands in its way.

Virginia Teacher Fired for Refusing to Use Preferred Pronouns for a Transgender Student

"This isn't just about a pronoun; this is about forcing someone to endorse an ideology under threat of losing his job. That's neither legal nor constitutional."

A high school French teacher at West Point High School in West Point, Virginia was fired by the local school board after he refused to use male pronouns to refer to a student who is biologically female but identifies as a transgender male, stating that to do so would violate his Christian beliefs.

That teacher, Peter Vlaming, attempted to explain how his faith affects his conduct in the classroom:

“My religious faith dictates that I am to love and respect everyone, whether I agree with them or not. Because we are all made in God’s image,” Vlaming said at a school board hearing that was held to address the issue.

“I am also aware of, and agree, with speech limits that are placed on public school teachers, concerning matters of religious faith. I represent the state in my role as a public school teacher and therefore speak with a certain authority. That authority is not to be used to promote any one specific worldview, and I don’t. However, we are here today because a specific worldview is being imposed upon me,” he added.

As a compromise, Vlaming stated that he would agree to use the student’s new male name and to avoid using any pronouns at all while referring to the student. “I won’t use male pronouns with a female student that now identifies as a male though I did agree to use the new masculine name but

avoid female pronouns,” he is quoted as saying in an online petition.

But that conciliation was not enough for the school administration.

“Administration is requiring that I use masculine pronouns in any and every context at school,” Vlaming explained. “I was informed that any further instances of using female pronouns would be grounds for termination.”

After a five-and-a-half hour hearing, the West Point school board did exactly what they had threatened, and voted unanimously to fire Vlaming, a recommendation that was also supported by West Point Public Schools Superintendent Laura Abel. Vlaming had already been put on paid administrative leave on October 31st after he accidentally referred to the student as “her” during a classroom exercise.

Superintendent Abel addressed the termination in a statement:

“The School Board has policies that prohibit

discrimination on the basis of gender identity. As detailed during the course of the public hearing, Mr. Vlaming was recommended for termination due to his insubordination and repeated refusal to comply with directives made to him by multiple WPPS administrators. As superintendent, it is my responsibility to enforce board policy, and due to Mr. Vlaming's non-compliance I therefore recommended termination."

Vlaming's lawyer, Sean Voyles, countered with a statement to a local news channel:

"Public schools have no business compelling people to express ideological beliefs that they don't hold. This isn't just about a pronoun; this is about forcing someone to endorse an ideology under threat of losing his job. That's neither legal nor constitutional."

Many West Point High School students rallied in support of their teacher, openly voicing their disagreement with the school board's decision to terminate him.

"I'm just outraged about it," junior Forrest

Rohde told a local news station. “He’s a really nice guy, he wanted to do everything about his students. He really does care about his students. The thing he will not do is change his ways of thoughts and believing in things just to conform to someone else’s ideologies.”

“The transgender girl has the right to be whatever she wants but just because she has the right doesn’t mean we’re not obliged to follow her beliefs,” Rohde added.

Rohde posted signs in support of Vlaming all over school grounds after the teacher was first put on administrative leave. The signs stated: “Facts don’t care about your feelings,” “#Justice for Vlaming,” and “Mr. Vlaming is innocent.”

Nor was Rohde alone in his support for Vlaming. The day after his termination was voted on by the school board, several dozen students at the high school participated in a walkout on the school lawn in protest of the decision, holding signs proclaiming their support for Vlaming and chanting “Bring him back!”

“Tolerance is a two-way street,” commented Vlaming’s lawyer Shawn Voyles. “Unfortunately, tolerance on the part of the school division has been noticeably absent. It chose to impose its own orthodoxy on Mr. Vlaming and fired him because he didn’t relinquish his rights protected by the First Amendment.”

Voyles labeled the school district’s insistence that the teacher use the transgender student’s preferred pronouns “unconstitutional compelled speech” and told the media that he and his client are considering further legal action to fight his termination.

“My client has always respected this student’s rights and continues to do so; he simply asked that his rights be respected as well,” said Voyles. “Unfortunately, the school board refused to consider any solutions that would respect the freedoms of everyone involved.

New AP History Text Categorizes Trump Supporters as Racist, Questions President's Mental Fitness

“His not-very-hidden racism connected with a significant number of primary voters”

It is sadly common for conservative presidents and political leaders to be portrayed in a less-than-flattering light in the left-leaning textbooks used in public school and college classrooms, but a new volume on American history gives a new spin on the term “rush to judgment.” Less than a year-and-a-half after taking office as America’s sitting president, Donald Trump is already being maligned in the pages of an upcoming high school history text which insinuates that he and his supporters are driven by racism and that he is mentally unfit to serve as our Commander-in-Chief.

Textbooks rarely receive a high profile before their publication, but the new history text “By the People: A History of the United States” written by New York University Professor James W. Fraser and set to be published by the Pearson Education publishing company has already proved controversial for its radical left-leaning and

insulting narrative on Donald Trump’s election as president. The book’s one-sided nature was exposed not by an educator but by high school student Tarra Snyder, a junior and AP History student at Rosemount High School in Minnesota, who was provided with Fraser’s book as a sample text that might be used for class instruction next year. Snyder was so incensed by the work’s slanted portrayal of history that she shared images of the book with Indianapolis radio show host Alex Clark, who tweeted images of the text along with commentary that quickly went viral.

The book’s concluding section titled “The Angry Election of 2016” puts NYU Professor Fraser’s hatred and disdain for President Trump on full display. “Most thought that Trump was too extreme a candidate to win the nomination, but his extremism, his anti-establishment rhetoric, and, some said, his not-very-hidden racism connected with a significant number of primary voters,” Fraser writes.

“Trump supporters saw the vote as a victory for people who, like themselves, had been forgotten in a fast-changing America—a mostly older, often

rural or suburban, and overwhelmingly white group,” he adds, blatantly stereotyping those who supported Trump’s victory.

In another section, he has the audacity to question Trump’s mental fitness for office: “Clinton’s supporters feared that the election had been determined by people who were afraid of a rapidly developing ethnic diversity of the... country...They also worried about the mental instability of the president-elect and the anger that he & his supporters brought to the nation.”

“It was really, really surprising to me,” whistleblower Tarra Snyder commented on viewing Fraser’s text, which is intended to replace an older AP History text in classrooms across the nation next year. “I really believe that learning should be objective and that students can make their own decisions based on what they’re able to learn in a classroom and if the facts are skewed then students aren’t able to make well-rounded decisions on what they believe.”

Responding to Fraser’s claims that Trump supporters are mostly older white rural voters,

Snyder said, “I really am surprised by that, I know the multitudes of people who are diverse and who do want to be represented, and when the Democratic Party...pushes them out of the frame, that’s what’s doing the Democratic Party harm because people do feel like they are being forgotten, not just white suburban people living out in the country.”

Snyder is correct in her assertions. Trump, in fact, garnered a higher percentage of African-American, Asian, and Hispanic votes than Republican candidate Mitt Romney did in 2012.

Fraser’s left-wing bias does not begin and end with President Trump. His text also contains a section on the officer-involved shooting of Michael Brown in Ferguson, Missouri and the Black Lives Matter movement which casts the police in a highly negative light. According to Fraser, Michael Brown’s parents “were kept away at gunpoint” after he was shot and “The nearly all-white police force was seen as an occupying army in the mostly African American town...the police increased the tensions, defacing memorials set up for Brown and using rubber bullets on demonstrators.”

Scott Overland, a spokesman for the Pearson publishing company, told Fox News that the text was “developed by an expert author and underwent rigorous peer review to ensure academic integrity.” He further asserted that it was “designed to convey college-level information to high school students” and “aims to promote debate and critical thinking by presenting multiple sides” of the 2016 election.

Pearson Education’s defense of an obvious ideological left-wing smear campaign to discredit President Trump and his supporters in the eyes of American schoolchildren is ultimately even more disturbing than the content of Fraser’s text itself. The notion that a textbook this one-sided was reviewed by multiple academic historians in a “rigorous peer review” process and found to be not only acceptable but to promote “debate and critical thinking” should be cause for even greater concern.

Chicago Principal Invites Extreme Anti-Cop Activist to Speak to Students for Middle School Career Day

Following criticism, the principal made a sudden decision to retire

Mary Beth Cunat, a principal in the Chicago Public Schools, garnered widespread criticism and outrage when she invited an extreme anti-police activist who is known for his violent cop-bashing rhetoric to speak to middle school students on “Career Day.”

That anti-police activist is Ethan Ethos, a self-described “radical,” who calls cops “pigs” and has posted comments such as “F HIM [and] HIS FAMILY” after a Chicago police commander was killed execution-style last February.

In spite of these violent and outrageous comments, Principal Cunat extended a personal invitation to Ethos to speak to her students in grades 6 to 8 at Wildwood Elementary School for “Career Day.” Cunat claims that Ethos was supposed to discuss his work as a poet, but instead veered off-topic to bash the police.

Linda Ricciardi, a parent of three children at the school who were forced to listen to Ethos' rantings, reports: "He told them all the police are bad and all the police wanted to kill people... I was very disappointed that someone would come into this school and preach hate about the police. Or, even if he was talking about someone else, I would still be upset."

Principal Cunat wrote a letter of apology to parents stating "I was present when his narrative took a negative turn about policing, at which point I immediately intervened... I care about your children and would never intentionally expose them to or endorse this type of negativity." She also made a sudden decision to retire.

High Schoolers Watch Vulgar Leftist Video on the Labor Movement in Class

Video host labels Senator Mitch McConnell "a human skid mark on a quilt."

A teacher at Craig High School in Janesville, Wisconsin violated school district policy by showing students a vulgar leftist video about labor unions which exalts the contributions of

communists and socialists to the labor movement and denigrates Republicans and Right to Work legislation.

The video is titled “Why the Rich Love Destroying Unions” and is part of a series called “Newsbroke” which is produced by Al Jazeera Media Network. It is hosted by comedian Francesca Fiorentini who presents the subject of unions and the labor movement through a radical leftist lens. The video was shown to students in a marketing class.

Fiorentini introduces the topic of the labor movement by asking “Have you ever wondered how come kids don’t work in coal mines anymore? And why do we only work 40 hours a week?” She answers: “They all came from the American labor movement of the 19th and early 20th centuries. One made up of immigrants, communists, socialists, anarchists and other workers who fought unfair bosses and corporations and were oppressed for decades until they finally achieved their Marxist agenda of workplace safety regulations.”

“You’d think that since we’re told by this

president and other Republicans how much their party cares about working people, we might hear more from them about supporting labor unions,” Fiorentini intones as images of President Trump, Senator Mitch McConnell, Wisconsin Governor Scott Walker and other Republican leaders flash across the screen. Instead, Fiorentini tells viewers, the Republicans support so-called Right to Work legislation which “has ended up weakening unions’ power and hurting workers.”

She also takes hugely unnecessary potshots at various Republicans, showing a clip of Former Pennsylvania Senator Rick Santorum in which he states that as president he would support right to work. Host Fiorentini intones, “Spoiler alert Rick: You never make it to the White House. You become a Republican pull-string doll on CNN. Sometimes you don’t even show up, they just replace you with a wax sculpture and swear to God, no one can tell the difference.”

She also calls Senator Mitch McConnell “a human skid mark on a quilt.”

The host also jokes about using cocaine, and

then states that she doesn't do it because it's "the least woke drug."

A spokesperson for the school district admitted that the high school teacher had violated district policy which requires that teachers inform their principals when they will be discussing a controversial topic in class. The teacher did not take this step before showing students the first seven minutes of the twelve minute labor union video. The spokesperson said that the school principal had sent all teachers a memo to remind them about the policy.

A parent interviewed by local media who wishes to remain anonymous called the video "outrageous" and "propaganda."

"It advocates for a political agenda, ... which I think is out of line," the parent added. "I don't think when a parent signs your child up for a marketing class that they're expecting this is what's going to be taught."

Following media coverage of the episode, Craig High School Principal Alison Bjoin sent a

letter to parents of students in the class informing them that the teacher would now be required to submit lesson plans to her office prior to teaching the material in class. Bjoin added that the teacher will also be required to give “additional lessons to provide a more balanced view of the topic.”

Massachusetts Public Schools Face Lawsuit for Anti-Israel Indoctrination

Course materials claimed that Jerusalem is “Palestine’s capital”

Parents of students attending public schools in Newton, Massachusetts have filed suit against the local school board for using inaccurate and defamatory anti-Israel materials in class and for refusing to allow parents to examine school lessons on Israel. The lawsuit was filed on August 9th by the organization Education Without Indoctrination (EWI).

The suit claims that students enrolled in the Newton Public Schools are being provided with “materials that slander Israel and the Jewish people, and that falsify history to promote the

Islamic religion” in class. It further alleges that Newton Public Schools Superintendent David Fleishman and the Newton School Committee have been “stonewalling” parents who attempted to investigate the school’s instruction on Israel and Islam and went so far as to excise parent comments criticizing the anti-Israel curriculum from the written minutes of school board meetings. EWI has argued that this last step violates Massachusetts’ Open Meeting law.

As documented in Steven Stotsky’s recent book, “Indoctrinating Our Youth: How a U.S. Public School Curriculum Skews the Arab-Israeli Conflict and Islam,” published by the Committee for Accuracy in Middle East Reporting in America (CAMERA), Newton assigned 9th and 10th grade students enrolled in World History units lessons from the Arab World Studies Notebook, a textbook which is funded by the Saudi Arabian oil company Saudi Aramco, which also funds the terrorist groups Hamas and Al-Qaeda. This textbook falsely claims that “Over the past four decades, women have been active in the Palestinian resistance movement. Several hundred have been imprisoned, tortured, and killed by Israeli occupation forces” and states that there is a “Hollywood Jewish conspiracy” to

portray Arabs negatively in film.

Astoundingly, even once these blatant lies had been exposed in the textbook, Newton continued to use it in class for over a year, claiming that it was “important to provide students with a ‘balanced perspective.’”

Other course materials provided to students at Newton schools instruct students that Jerusalem is “Palestine’s capital” and that following the Six Day War, Israel would not accept Arab offers of land for peace—both blatant falsehoods. Freedom of Information Act requests have revealed that students were given handouts from Islamicweb.com which Stotsky says contain “numerous diatribes against Jews, Christians, and non-Sunni Muslims.”

Last week, the Newton School Committee finally agreed to edit the minutes of their meetings to include the parent comments criticizing the anti-Israel indoctrination curriculum and to release evaluations of Superintendent Fleischman. Education Without Indoctrination, for its part, has said that they will continue to investigate and will ask for a court hearing on whether the school

committee has fulfilled the terms of the Open Meeting law. “They can’t whitewash the record, which is what they’ve been doing,” commented EWI attorney Karen Hurvitz. “It’s like cooking the books. They can’t cook the books any more. They have to be honest.”

**Middle School Students Asked to Rank
Survivors of Apocalypse By Race, Gender,
Sexuality**

*Choices include “a racist armed police officer
who is accused of using excessive force”*

Parents of seventh and eighth grade students at Roberts Middle School in Cuyahoga Falls, Ohio are outraged and disturbed after a social studies teacher gave their children an assignment asking them to rank 12 individuals, described by race, profession, gender, religion and sexuality, by who is most deserving to survive an apocalypse on Earth.

The assignment, titled “Whom to Leave Behind,” states “The twelve persons listed below have been selected as passengers for flight on a spaceship to another planet because tomorrow

the planet Earth is doomed for destruction. Due to changes in space limitations it has now been determined that only eight persons may go. Any eight qualify. Your task is to select the eight (8) passengers who will make the trip.”

Students are then asked to rank the twelve individuals “based on those who you feel are most deserving to make the trip.” The descriptions of the potential survivors focus on race, religion, gender, profession, and political sentiment. They include “a racist armed police officer who is accused of using excessive force”; “a militant African-American medical student”; “a 33-year-old female Native American manager who does not speak English”; “a Hispanic clergyman who is against homosexuality”; “a 21-year-old female Muslim international student”; a “60-year-old Jewish university administrator”; and “a homosexual male professional athlete.” After ranking the potential survivors individually, students are supposed to come together as a class and reach a consensus about who should be selected to survive.

The exercise was developed by the Center for Diversity and Inclusion at the University of

Houston as an exercise to help individuals realize their conscious and unconscious biases, and was intended for use by college students and adult faculty and staff.

Cuyahoga Falls Ward 6 City Councilman Adam Miller shared the assignment on social media after being contacted about it by concerned parents in his district and commented that he believed it was an “inappropriate project for young kids” which is “implanting prejudicial thoughts in these young impressionable minds.”

“This is NOT building a – ‘culture of caring’ - this is building a culture of animosity, antagonism & hostility!” Miller added.

Councilman Miller noted in further comments on Facebook that the school had initially not responded to parents’ concerns about the assignment and “I was contacted as a last resort.”

“The unresponsiveness to parents is why the parents, also my constituents, contacted me and I passed the info to a school board member,” he added.

Cuyahoga Falls School District Superintendent Todd Nichols released a statement calling the exercise an “icebreaker” and claiming that it was intended to “promote tolerance and break down stereotypes” and spark conversations about “diversity awareness and social justice.”

Nichols acknowledged that the assignment was a bad choice and stated, “The teacher and district offer their most sincere apologies for the offense caused by the content used in this assignment. Future assignments on this topic will be more carefully selected.”

Notably though, this was not the first time the assignment had been used at Roberts Middle School. The New York Times reports that it “had been used at this and other schools for some years,” and it was only after parents inadvertently discovered it and raised the alarm that it was viewed as problematic.

**California Elementary School Textbook
Labels Democratic Candidate for Governor
a “Champion for People’s Rights” for
Supporting Gay Marriage**

A new social studies textbook for first graders that is currently being tested by the Elk Grove Unified School District in California glorifies political candidate Gavin Newsom, a Democrat running for the governorship of California, as a “Champion for People’s Rights” for his support for gay marriage.

Newsom served as mayor of San Francisco from 2004-2011 and is currently serving his second term as Lieutenant Governor of the state of California while running for Governor of the state.

The new textbook’s lesson on “Citizenship” contains a sizeable photo of the Democratic politician with the caption “Quality: respect for the rights of others” and a heading which states in bold red lettering: “Gavin Newsom Champion for People’s Rights.” The explanatory text reads: “Biographies tell stories. They can show how people caused change. Gavin Newsom was mayor

of San Francisco. Gavin said that people could marry who they choose. Sometimes, Gavin helped marry people. Some marriages were not between a man and a woman. He made sure that people's rights were respected."

A guide for teachers on the opposing page instructs them to "Read the page aloud as children follow along in their Worktexts. Discuss how Gavin Newsom wanted to help all people. Ask children to write about changes Gavin Newsom made as mayor. Circulate the room and provide support, as needed."

"This lesson is supposed to be for first grade students, but it reads like a piece of political propaganda put together by the Democrat Party," commented Jonathan Keller, President of the California Family Council. "It is both premature and outrageous to list Gavin Newsom alongside universally loved American heroes like George Washington, Abraham Lincoln, and Martin Luther King, Jr. Millions of Californians who voted twice to define marriage as the union of a man and a woman opposed Newsom's flagrant defiance of our state's marriage laws and use of the courts to push

his personal views of marriage on the population.”

“Just a decade later, California’s Department of Education is promoting the controversial political views of a candidate for governor to six year-olds and blatantly smearing the sincerely held religious beliefs of countless families,” Keller continued. “This political puff piece should be removed from any public textbook.”

Texas Biology Teacher Singled Out Trump-Supporting Student for Abuse and Ridicule

“Hey, Trumpy, do you have an answer to this?”

A biology teacher at McNeil High School near Austin, Texas who repeatedly bullied a student over his support for President Donald Trump remains employed by the school district, and his parents are taking their story public in hopes that her employment will be terminated.

According to the student’s mother, who wishes to remain anonymous, the teacher repeatedly targeted her son for comments and insults in his AP biology class, calling him “Trumpy” and persisting

in bringing up his political views even after the student asked her to stop.

“She said, ‘By the way, I hate Donald Trump with a burning passion and he is a complete douchebag’ to a class full of seniors in high school,” the mother told a local news station.

When other students glanced at her son, realizing that this comment was made to elicit a reaction from him, “She looked over and she said, ‘Oh, it seems like I have a table full of Trumpies over there,’ ” the mother added.

“Then she continued to call my son ‘Trumpy’ as opposed to his name,” the mother continued. “If she had a question, she said ‘Hey, Trumpy, do you have an answer to this?’,’ or, ‘What do you think, Trumpy?’”

The biology teacher also implied that the student’s support for Trump made him less likely to ascribe to scientific reasoning, reportedly asking him “You’re not going to fight me when we start talking about evolution, are you?”

The student's mother filed an official complaint with the school. After school officials interviewed other students in the class, the teacher was put on paid leave and temporarily removed from the classroom. His parents feel that this action does not go far enough and remain frustrated that her employment has not been permanently terminated after treating their son so egregiously.

“Our goal is to create a classroom environment where students feel safe and respected,” said a statement issued by a school district spokesperson. “The teacher was removed from the classroom, pending review, and remains on administrative leave as appropriate action is considered.”

“She completely undermined him, his intelligence, his beliefs, his opinions, you know, all of this should stay out of the classroom,” concluded the student's mother. “Politics need to stay out of the classroom, period.”

Atlanta Charter School Rejects Pledge of Allegiance as Not “Fully Inclusive”

Pledge to be replaced with “Wolf Pack Chant”

A public charter school in Atlanta announced last week that it would be dropping the traditional morning recital of the Pledge of Allegiance in its classrooms and instead recite the “Wolf Pack Chant,” an anthem to the school’s mascot.

“Students will continue to lead the meeting by asking our community to stand to participate in our Wolf Pack Chant together. Students will also be given the opportunity to say the pledge at another point during the school day within their classroom,” the school’s elementary campus president Lara Zelski declared in a press release.

Zelski added that “This decision was made in an effort to begin our day as a fully inclusive and connected community... we want everyone in our school family to start their day in a positive manner.” Apparently reciting the Pledge of Allegiance is not part of a “positive” or “inclusive” start to the day for students and faculty at the Atlanta Neighborhood Charter School (ANCS).

News of the school's decision to eliminate the pledge quickly became national news and prompted widespread criticism. In the wake of the controversy, it appears that ANCS has now reversed their decision. The original press release announcing the elimination of the pledge has been replaced on the school's website by a letter from Lia Santos, the Board Chair of ANCS, stating that students will continue to recite the pledge every morning:

“Atlanta Neighborhood Charter School has and will continue to provide students with an opportunity to recite the Pledge of Allegiance each school day. In the past, the Pledge of Allegiance was recited during our all-school morning meeting, but at the start of the school year, the daily practice was moved to classrooms... it appears there was some miscommunication and inconsistency in the rollout. Starting next week, we will return to our original format and provide our students with the opportunity to recite the Pledge during the all-school morning meeting.”

Board Chair Santos' statement is clearly a late attempt at damage control. There was no

“miscommunication and inconsistency” in the initial message from the school president declaring the Pledge to be the enemy of a “fully inclusive and connected community.” The pledge has survived at ANCS only because the patriots of Georgia—and the nation—made their views to the contrary known, putting pressure on the Board to reinstate the pledge. It is an object lesson in the importance of vigilance. While our eyes are averted, leftist educators will attempt to force their views on our nation’s children, until and unless we expose their campaign of indoctrination and demand that it cease.

Police Union Objects to School’s Anti-Cop Summer Reading Choices

The books feature the beating of a suspect and the shooting of an unarmed character.

The summer reading list at Wando High School in Mount Pleasant, South Carolina has come under criticism by the local police union after it was revealed that two of four possible choices for students showcase extreme negative interactions with police offi

Students who will be taking English I in the fall are required to read one of the four books on the list. One of those options is *The Hate U Give* by Angie Thomas which features the shooting death of the protagonist's best friend, who is unarmed, by a police officer. Another choice is *All American Boys* by Jason Reynolds and Brendan Kiely, in which a main character is falsely accused of stealing and subjected to a beat-down by a "fist-happy" cop.

John Blackmon, President of the Fraternal Order of Police Tri-County Lodge #3, reported that he had been contacted by hundreds of community members, both parents of students at the school and fellow police officers, who object to the reading list: "Whether it be through social media, whether it be through text message, whether it be phone calls, we've received an influx of tremendous outrage at the selections by this reading list."

Considering the emphasis on the topic of police brutality, Blackmon noted "There are other socio-economic topics that are available and they want to focus half of their effort on negativity towards the police? That seems odd to me."

Blackmon added, “Freshmen, they’re at the age where their interactions with law enforcement have been very minimal. They’re not driving yet, they haven’t been stopped for speeding, they don’t have these type of interactions. This is putting in their minds, it’s almost an indoctrination of distrust of police and we’ve got to put a stop to that.”

When reached for comment by the local news, Wando Principal Dr. Sherry Eppelsheimer released a statement saying:

“I understand two of the selections/choices for this summer’s reading list for English 1 College Prep classes are considered controversial by some members of our community. I appreciate their concern and input regarding this matter.

A ‘Request for Reconsideration of Instructional Materials’ form has been submitted and the school and District will follow the procedures outlined in Policy IJCAA-R in connection with the reconsideration request.”

California Department of Education Proposes Radical New Gender Curriculum

Parents would have no ability to opt-out

The California State Board of Education is considering adopting mandatory student instruction in a radical sex and gender curriculum, under the guise of health education, which promotes transgenderism to students in elementary through high schools and encourages students to explore possible gender options (which, according to one source used in the curriculum, number at least 15).

These curriculum changes are being proposed through a revision of the “Health Education Framework for California Public Schools” which is being conducted by the California Department of Education (CDE), the Instructional Quality Commission (IQC), and the State Board of Education (SBE). The Health Education Framework is concerned with educating students on a number of actual health concerns including nutrition, exercise, dental health, and traffic safety, but also aims to teach students as young as four years old about gender identity, homosexuality, transgenderism, and other related topics.

The Revised Draft Health Education Framework is now available for public comment and a look at its contents reveals a radical leftist approach to the subject of human sexuality and a concerted effort to teach children as young as four and five years old that sexual identity is not fixed at birth but is in fact mutable.

For instance, in the section on teaching kindergarteners the curriculum advises:

“Gender socialization begins before children start school—students may believe that different norms are associated with people of particular genders by the time they enter kindergarten. While this understanding may be limited, students can still begin to challenge gender stereotypes in a way that is age appropriate. While students may not fully understand the concepts of gender expression and identity, some children in kindergarten and even younger have identified as transgender or understand they have a gender identity that is different from their sex assigned at birth... My Princess Boy by Cheryl Kilodavis is an age-appropriate book that can be used to demonstrate gender differences and inclusion.”

The book mentioned, *My Princess Boy*, describes a young boy who chooses to dress up in girl clothes and is accepted and loved regardless: “My Princess Boy loves his dad. His dad tells My Princess Boy how pretty he looks in a dress. His dad holds his hand and tells him to twirl.”

Another recommended book, *Who Are You: The Kid's Guide to Gender Identity* teaches that there are at least 15 possible genders including “boy, girl, both, neither, trans, genderqueer, non-binary, gender fluid, transgender, gender neutral, agender, neutrois, bigender, third gender, two spirit...” and that it is impossible for anyone to determine the gender of a baby at birth.

The proposed curriculum only gets more extreme in the upper grades. In the section devoted to teaching seventh and eighth graders, the guidelines state:

“To be inclusive of all students in terms of gender identity and sexual attraction, health education teachers and other educators must be mindful of personal biases and use gender neutral language when discussing peer and romantic

relationships. It is important not to assume a student's identified gender pronoun based on sex assigned at birth or appearance. Some students may identify with the traditional masculine/feminine pronouns 'he/she,' 'him/her,' and 'his/hers,' while some may prefer pronouns such as 'they,' 'them,' and 'theirs' as a singular pronoun... In addition, the term 'partner' should be used in place of or in addition to 'boyfriend/girlfriend' or 'husband/wife' to avoid assumptions about gender and sexual orientation. Some students may be non-monogamous and the term 'partner(s)' may also be used to be more inclusive."

The guidelines for high school students similarly mandate the teaching of gender as a spectrum, not a binary fact:

"There are an infinite number of ways an individual may identify or choose to express their individuality and sense of self, including gender. Students may not conform to the social norms of binary gender identities of male and female (e.g., gender non-binary, gender nonconforming, androgynous, genderqueer, gender fluid), and it is important to be as sensitive and responsive to

students’ needs as possible. Be mindful of students’ identified gender pronouns and be aware not to make assumptions based on appearance.”

Perhaps most disturbingly of all, parents of students in California public schools will not be notified about the content of the curriculum and are denied the ability to have their children opt out of these lessons in radical gender theory.

Brenda Lebsack, a longtime public educator and member of the Orange Unified School District, who writes for EdSource.org, was the first to focus public attention on the new curriculum.

She explains:

“While parents may assume they can opt out of this instruction, as they can with sexual health education and HIV prevention, this simply is not true. Instruction about gender or sexual orientations that is implemented through the adoption of the framework is exempted from parent notification and opt out requirements (California Education Code 51932b). According to The California Safe School Coalition, state law provides that

‘instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their functions’ are not subject to parental notice and opt-out laws.”

She adds, “Because the California Department of Education is inviting public comment on the draft, I urge all California residents to review the framework and provide input.”

The California State Board of Education (SBE) will make the final decision on whether to adopt this curriculum in May 2019.

West Virginia School Assigns Students to Copy Islamic Conversion Creed in Arabi

Teacher claimed the assignment was given to practice “calligraphy”

Another case of Islamic indoctrination in America’s public schools is headed for the courts. The Thomas More Law Center, a conservative Christian legal group based in Michigan, has stepped forward to represent evangelical pastor Richard Penkoski in a suit against Mountain Ridge Middle School in West Virginia. Penkoski alleges

that Mountain Ridge attempted to indoctrinate his 13-year-old daughter in the creed of Islam, in violation of the First Amendment.

Mr. Penkoski, the father of six children and the host of an online evangelical Christian ministry named “Warriors for Christ,” first became alarmed this past May when his daughter brought home a packet of information and assignments on Islam as part of a unit on world religions. Instead of merely providing factual information on Islam, the lessons assigned in her public middle school encouraged students to study and identify with Islam’s key religious beliefs.

Among the assignments given in class:

- To write the Islamic conversion creed, the Shahada, which states, “There is no God but Allah, and Muhammad is the messenger of Allah” in Arabic. This assignment was supposedly given as “calligraphy” practice.
- To fast for 24 hours while giving lunch money and food to a food bank, in order to empathize with Muslims observing Ramadan.

- To read chapters from the Koran.
- To learn the Five Pillars of Islam.

Penkoski also alleges that the assignments provided to his daughter did not accurately portray the darker side of Islam and whitewashed the violence and terror carried out by the religion's followers across the globe. In addition, he contends that the public middle school spent much more class time on Islam than on other world religions, stating "most of the faith aspects of Christianity and Judaism were stripped from the lesson plan by the teacher. Students were not given calligraphy writing assignments in Judaism, or Christianity, only Islam." He brought his concerns to the principal of his daughter's school and then to the Thomas More Law Center.

Richard Thompson, president of the Thomas More Law Center, explained that this sort of indoctrination in Islam is disturbingly common in America's public schools: "This is typical of the public-school systems across the country. Witless school officials have turned classrooms into Islamic indoctrination centers. They promote Islam

in ways that would be unthinkable for Christianity or any other religion because they fear a lawsuit by the ACLU.”

Thompson continued: “Teachers sugar coat Islam. They don’t tell students about Islam’s barbaric brutality, where women and young girls are sold into slavery and used as sex-slaves, where men and women are stoned to death and burned alive—all in the name of Islam and the Koran.”

As for Penkoski, he notes that while it would perhaps be easier to pull his daughter out of school than to initiate a lawsuit, he is determined to hold his ground. “We don’t back down during persecution,” he stated.

are up for a public hearing and a preliminary vote on Wednesday and a final vote on Friday, but the curriculum will ultimately be set during a final reading in November.

**Thousands of Public School Educators
Celebrate “Black Lives Matter at School
Week”**

*Indoctrinating our students in the progressive cult
of economic, racial, and social justice*

During the week of February 4-8, 2019, thousands of educators in public school districts across the nation celebrated “Black Lives Matter at School Week” with the students under their charge. Organized by a radical coalition of teachers, parents, and community organizers and promoted by EdJustice.org, a far-left group within the National Education Association (NEA), the week is endorsed by teachers unions in urban areas including Washington, DC, Chicago, Milwaukee and Seattle.

This week of special instruction and activities is billed as a complement to “Black History Month” which is recognized in February. But in reality the Black Lives Matter at School week has a much more insidious purpose—to indoctrinate students in radical leftist concepts including “restorative justice,” “transgender and queer affirming,” and “collective value.”

The initiative is inspired by the national Black Lives Matter movement which characterizes America as awash in racism and bigotry and denigrates law enforcement as racist. Demonstrators at Black Lives Matter events across the nation have been known to call for the death of police officers.

The “National Black Lives Matter in School Week of Action Starter Kit,” an online guide intended for educators, provides a telling glimpse at the sort of radical propaganda being taught to our students under the guise of diversity.

The curriculum taught during the week of action is meant to correspond to “the thirteen guiding principles of Black Lives Matter” which are listed and defined in the “action starter kit.”

These principles include:

- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

- Diversity is the celebration and acknowledgment of differences and commonalities

across cultures.

- Globalism is our ability to see how we are impacted or privileged within the Black global family that exists across the world in different regions.

- Transgender Affirming is the commitment to continue to make space for our trans brothers and sisters by encouraging leadership and recognizing trans-antagonistic violence.

- Queer Affirming is working towards a queer-affirming network where heteronormative thinking no longer exists.

- Collective Value means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location matter.

- Black Villages is the disruption of Western nuclear family dynamics and a return to the “collective village” that takes care of each other.

- Black Women is the building of women-centered spaces free from sexism, misogyny, and male-centeredness.

The ideological slant of many of these goals is undeniable. Take for instance, the principle of “queer affirming” which is defined as “working towards a queer-affirming network where heteronormative thinking no longer exists.” The principle of “restorative justice” is defined here as “the commitment to build a beloved and loving community that is sustainable and growing,” but it is more commonly viewed as a leftist alternative to traditional policing and courts. “Black Villages” seeks “the disruption of Western nuclear family dynamics” in favor of “a return to the collective village.” These are political goals, but they are being taught to children in public K-12 classrooms as objective lessons in racial awareness and harmony.

The key movement goals of the Black Lives Matter in School Week are also telling.

1. End “zero tolerance” discipline, and implement restorative justice

2. Hire more black teachers
3. Mandate black history and ethnic studies in K-12 curriculum
4. Fund counselors not cops

Many of America's inner-city schools are inundated by crime and disruption from unruly students who hinder their classmates from receiving even a basic education. The percentages of students who are ranked as "proficient" in math and English in these districts is dismal. Yet the organizers of Black Lives Matter in School believe that reducing discipline and funding counselors will somehow counteract a climate in which learning is already all-but-impossible? Not to mention the wisdom of expanding the focus on black history and ethnic studies when students can barely read.

Ironically, the demand to "hire more black teachers" blames the dearth of such teachers in part on "biased skills exams which eliminate Black and Brown teaching candidates." In the topsy-turvy world of leftist victimspeak, the administration of

a skills exam to future teachers is not an objective measure to weed out unqualified candidates, but is instead an expression of racism. These are the principles being taught by Black Lives Matter in School.

The online guide abounds with suggested lesson plans and recommended resources for educating students about the demands and the principles of the Black Lives Matter at School movement. One suggested book is *Teaching for Black Lives*, a collection of essays which includes sections on “Rethinking Islamophobia: Combating bigotry by raising the voices of Black Muslims,” “Plotting Inequalities, Building Resistance ,” and “Racial Justice Is Not a Choice: White supremacy, high-stakes testing, and the punishment of Black and Brown students.”

One suggested lesson recommends that students examine “Economic Injustice through the exploration of credit card debt” using math skills. The lesson asks that students “Read and analyze an article by The Root (a Black news source) that explains how credit card debt is worse for the Black community.”

A proposed science lesson would have students examine “Environmental Justice in the Context of Fresh Drinking Water.” The teacher’s packet explains, “The goal of this lesson is to initiate the conversation around the meaning and urgency of Environmental Justice...The goal of Environmental Justice is to establish a spectrum of lenses that will provide our students the vision towards which the equitable distribution of resources and human rights issues are addressed... It addresses the scientific roots of climate-induced injustices found in society and it provides social justice based solutions to these problems.”

A lesson recommended by the D.C. Area Educators for Social Justice focuses on the “Introduction of Transgender and Nonbinary Identities with I Am Jazz.” The lesson is intended for students from pre-kindergarten to second grade. The goal of the lesson is for these young students to be able to “define the words ‘transgender’ and ‘nonbinary’ and give examples of ways to support people of all gender identities.”

The lesson plan recommends screening a video of a transgender girl reading her autobiography

titled “I am Jazz.” But in another nod to absurdity, the lesson plan instructs “When Jazz says, ‘I have a boy body but a girl brain’ I would recommend stopping the video and reminding kids that there’s no such things as ‘boy bodies’ but instead that the doctors thought she was a boy by using what they could see.” Apparently even a transgender activist can’t be trusted to accurately describe the lack of a gender binary.

The Black Lives Matter in School movement is growing. It is clear from the principles, goals and curriculum resources provided, that the overwhelming purpose of this movement is to facilitate the indoctrination of K-12 students into the progressive cult of economic, racial, and social justice. This highly politicized curriculum is a celebration of leftist groupthink, not racial diversity. It does not belong in America’s public schools.

Washington State Resorts to Shock Tactics, Indoctrination to Teach Students About Tribal History

Children are asked to draw a map of a “sacred space” and then watch as their teacher rips off a piece.

Washington State is in the process of implementing a new mandatory curriculum on Native American history in its public schools. Proposed lesson plans are now up on the Office of the Superintendent of Public Instruction’s website. And some parents in the state are highly disturbed by the content of those lessons which they say indoctrinate students in a one-sided leftist understanding of American history and could be traumatizing for young children.

Senate Bill 5433 which was signed into law by Washington’s democratic governor Jay Inslee in 2015 made it compulsory for Washington public schools to cover “tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington” as part of the academic curriculum. The result of this

mandate is titled “Since Time Immemorial: Tribal Sovereignty in Washington State,” a section on the Office of the Superintendent of Public Instruction’s website which covers suggested lesson plans, training materials, and “guiding principles” to help school administrators and teachers institute the new curriculum.

Not all of the curriculum is objectionable. For instance, goals identified by the Superintendent’s office include helping students to “understand that over 500 independent Tribal nations exist within the United States today, and that they interact with the United States, as well as each other, on a government-to-government basis...”

But much of the curriculum was designed to elicit students’ emotions and provoke their anger rather than teach them facts.

One suggested lesson under the category “Encounter, Colonization, and Devastation: The Tribal Perspective” instructs the teacher to ask students to each create a map of a “sacred space” that is important to them. Then, the lesson instructs, the teacher should pick a student to help them

“‘trick’ the class.”

The lesson plan explains what the teacher should do next:

“Circulate throughout the room as you praise and select your pre-arranged student’s map as one you especially like. Hold it up to show the class. Show a particular part of the map (though it doesn’t matter which part) that you especially like, and you’d like to add it to your map. Say something like, ‘Oh, I really love this part, don’t you? In fact, I would really like to have it. Can I?’ The student should look surprised and say, ‘No.’ You should persist, ‘Oh, come on. I just want this part.’ Tear that portion of the map. The student should look shocked and hurt. The observing students will certainly be shocked, and will look immediately to that student. And you should respond by saying something like, ‘What? What’s the big deal? I only took part of it! I really wanted it!’ Allow your students to respond... Let your class in on the trick, and connect their reactions to how tribes must have felt when non-tribal people began settling on their land and claiming it as theirs!”

Another lesson proposed as part of the new curriculum suggests that teachers should “compare the similarities between the struggles for Independence of the Indian Nations, the US Colonies, and (if the teacher chooses) another contemporary struggle, such as the Israeli-Palestinian Conflict” suggesting that Israel colonized Palestine, a highly controversial view of the founding of Israel which is promoted by the anti-Israel terror group Hamas.

A proposed “learning activity” for young children asks the teacher to have students portray the characters in a poem titled “A Friend of the Indians.” In the poem, a purported “friend of the Indians” sits next to an Iroquois leader named Red Jacket on a log. Red Jacket keeps asking the friend to move over. Finally the poem concludes with a lesson:

“‘But if I move further I shall fall in the water,’ the man pleaded, teetering on the edge. Red Jacket replied, ‘And even so you whites tell us to move on when no place is left to go.’”

The lesson plan asks teachers to reenact this

poem using chairs in the classroom with the teacher portraying Red Jacket. It instructs educators: “In the last stanza, the student will have nowhere else to go, except off the chairs onto the floor... Connect this activity with the sacred space activity and article... a. Taking things/spaces that are important to others is hurtful b. There is a question of fairness and justification for taking things important to others.”

Videos designated for use in elementary school classrooms also contain controversial comments that are contrary to scientific fact. “There is no migration story. We were created here. We did not cross any land bridge. We have our creation story here,” a member of the Nez Perce tribe says in a video approved for classroom use, stating a religious view believed by some Native American tribes which is contrary to the scientific consensus.

Another Native American participant in the video declares, “If we go back to the people of non-Indian descent and ask them how they eventually came to our country they have many hidden stories that they don’t want to talk about because if you read the history books...you will see a glorious

account of what had occurred which actually didn't occur.”

The highly controversial lessons and curriculum were brought to light by parent Joshua Campbell, who is currently a student teacher himself and working towards becoming a classroom teacher. Campbell has a son who will begin first grade next year and so he used the superintendent's website to discover what his son would learn at school. He was not pleased with what he found.

“I was absolutely shocked at what they were setting up to be implemented in our schools,” Campbell said in an interview on the Dori Monson Show.

“I have a very great responsibility. Trust is one of the most important things,” Campbell added. “I do believe in having a safe classroom, and one of the biggest things about that is, you have to establish a relationship of trust with your students ... it literally breaks that trust.”

Campbell clarified that he supports public schools teaching Native American history, but he

feels that the current curriculum is too ideological and will be harmful to elementary school students.

“Sovereignty is really, really hard to understand ... they need to get to a level in middle school to have the skills to say, ‘Okay, there are multiple perspectives,’” he explained.

Washington State Superintendent of Public Instruction Chris Reykdal also went on the Dori Monson show to defend the material on his website. He stressed that teachers are not required to use particular lessons but can choose from a variety of lesson plans to meet the new state standard. The suggested lessons on his website were vetted by other teachers, he claimed.

“When we get teachers’ eyes on it, especially when it’s age-appropriate curriculum, that they make a pretty good judgment about that,” Reykdal asserted.

Regarding the controversial suggestion that teachers compare the history of America to the creation of Israel, Superintendent Reykdal did not find this comparison problematic.

“I’m really comfortable making connections with contemporary conflict over territory, land, historical rights, and that seems pretty darn relevant to me that you had a culture here, many cultures across the Americas for 13,000 years, and then Europeans came along, and obviously there was significant tension,” Reykdal said. “And the textbooks didn’t exactly portray that in a very balanced way for a long time, so it seems pretty relevant that we would try to connect that to something that might be more in the headlines today.”

Addressing fears of bias and indoctrination, Reykdal claimed, “Most professional educators are very responsible to draw a line between where they are personally, while bringing kids a balanced curriculum.”

Cambell, however, remains concerned that the new curriculum crosses the line between education and indoctrination. “I want children to think on their own, they need to have an individual mindset, because they are all unique, and they’re our next generation,” he said. “But the groupthink idea, it does lead to indoctrination.”

**High School Students Assigned to Tabulate
“Privilege” Due to Race, Gender, Sexuality,
Religion**

*Add 25 points for being white or male, but deduct
100 points for being black and 500 for identifying
as transgender.*

Parents in the community of Saratoga Springs, New York are up in arms after a shocking assignment that asked students to tabulate their “privilege” by adding or subtracting points for their race, gender, religion, appearance, disability status, and other factors was given to students at a public high school.

The “Privilege Reflection Forms” were given to students in a business class at Saratoga Springs High School, apparently with the approval of school administrators who considered it a useful tool to enlighten students on their relative status in society. According to the worksheet provided, students were told to calculate how privileged they are by adding or subtracting sums for possessing different attributes.

For instance, Caucasian students completing

the form are directed to add 25 points for being white, whereas African-American students are told to subtract 100 points for being black. Males are told to add 25 points whereas females are told to subtract 50 points. Nor does the lesson stop there. Straight students are told to add 20 points for the privilege they derive from that status, while gay students are told to subtract 150 points. And if a student identifies as transgender, they are supposed to deduct a whopping 500 points.

The offensiveness of the scoresheet only increases from there. Under a section on religion, Jewish students are instructed to add 25 points (apparently Jews are the most privileged religious group), and Christian students to add 5 points, but Muslim students are told to deduct 50 points—that is unless a student is both black and Jewish, in which case they should deduct 25 points, as a note on the assignment specifies. Students are also asked to rank their own appearance and add 10 points for having an attractive face, but to subtract 10 points if they are overweight and subtract 40 points if they are “disfigured.”

And then it gets even worse. A section of the

form on “Disability” uses horrifically offensive and outdated language, asking students to add 25 points to their total for being “able-bodied” but to subtract 20 points for “social autism,” deduct another 30 points for being “immobile” and a full 50 points for being “retarded.”

A diagram at the bottom of the form explains that students who score from 50-100 should consider themselves “privileged” while those scoring in excess of 100 are “very privileged” and should “check it [their privileged status] daily.” By contrast, those scoring -100 or less are “very disprivileged”—if that’s even a word.

Parent Michelle King whose daughter received the scorecard in class called it “Absolutely offensive and appalling.”

“I cannot comprehend as a parent whose child, whose daughter, was handed this, how anyone can say this was acceptable,” King told a local news program.

Astoundingly, when questioned about the assignment, administrators at Saratoga Springs

High School acknowledged that the offensive terminology should have been retracted, but refused to admit that the exercise as a whole was inappropriate.

School district spokeswoman Maura Manny said that the privilege scorecard had been discussed at a recent faculty meeting, along with other potential activities for students. Manny also released a prepared statement about the lesson which said “our school district continues to champion efforts fostering and facilitating growth in becoming a culturally competent school community.” It also highlighted the district’s belief in “equity of opportunity.”

A statement released by the school district claimed: “An unmodified version of the privilege reflection form was distributed to students without the removal of insensitive words. The district does not condone the use of the document with these insensitive words.” The school district’s statement notably did not condemn the exercise as a whole.

But parent Michelle King still has questions. “How did it get into the school, and how did the principal say it was acceptable?” she asks. For

now, she is receiving no answers.

**Teacher Rejects President Trump as
Subject of Student’s “Hero” Essay**

*But another student was allowed to write about
ex-president Obama.*

Sixth grade student Bella Moscato and her family have gone public after the middle schooler’s teacher assigned her class to write an essay on a person they consider a hero—and then rejected Bella’s proposal to write about President Donald Trump.

Bella is a student at Samoset Middle School, part of the Sachem Central School District located in Long Island, New York. According to the 11-year-old, who was interviewed with her parents by a local news channel, the teacher made no secret of her distaste for our current president.

That teacher, says Bella, rejected Trump as a subject of her essay “because he spreads negativity and says bad stuff about women.” According to Bella, this statement was made in front of the whole class as well as another faculty member. Her

teacher then told her to pick a different individual to profile in her assignment.

“The thing I didn’t get is she was okay with someone doing Barack Obama, but not okay with doing Donald Trump. That’s what got me angry and I didn’t like that,” Bella explained.

Bella’s parents brought the issue to a local school board meeting.

“My daughter’s hero is the president of our country. I can’t believe that anybody in the school would tell my daughter that that guy can’t be her hero. I’m incensed by this,” her father, Arthur Moscato, declared at the meeting. His comments were met with loud applause.

Her mother, Valarie Moscato, spoke up too: “This was really frustrating to me because you know my daughter has every right to do and pick a hero of her choice...so it was really upsetting to me that [the teacher] was trying to shut her down.”

School superintendent Dr. Kenneth Graham attempted to rebut the accusations. “It is not

accurate that this student was told that they were not allowed to conduct research or report on any individual for a school assignment, including President Trump,” he claimed in a statement. “To the best of our knowledge, by choice the student is still conducting their project on President Trump.”

But as Bella’s father Arthur told the crowd assembled at the school board meeting, this statement, not his daughter’s story, is the lie. Addressing Superintendent Graham directly, the father stated, “And I’m incensed that my story was said to be inaccurate, by you. My story is not inaccurate. My daughter didn’t lie. No one should make a child feel that way. And you’re supposed to protect my child.” His statements received further applause from the audience.

The one fact that Superintendent Graham apparently got right is that Bella is still writing her essay on President Trump, despite her teacher’s objections. “Because Donald Trump is my hero,” she explained.

The school board claimed they could not comment on the matter at a public meeting but

promised to investigate. At last report, the Moscatos are still waiting for an apology from the teacher and school district.

**Minnesota Students Assigned to Color
Reverential Photos of Rep. Ilhan Omar**
*Scandal-ridden congresswoman is treated as an
icon.*

In her short time in Congress, freshman U.S. Representative Ilhan Omar has made a name for herself as a vehement anti-Semite. She infamously invoked age-old anti-Semitic tropes when she tweeted “It’s all about the Benjamins [\$100 bills], baby,” accusing the pro-Israel organization AIPAC of donating to politicians in order to secure favorable treatment of the Jewish state. Omar is also an ardent supporter of the Hamas-funded Boycott, Divestment and Sanctions (BDS) movement against Israel. Now it appears that despite her highly controversial record and short career in public service, schoolchildren in Minnesota are being taught to venerate the fledgling politician.

John Hinderaker the President of the Center of the American Experiment located in Omar’s home

state of Minnesota, reports on Powerline’s blog that a public elementary school in the state assigned its students to color in reverential pictures of Omar and also to write a report on the Congresswoman.

“This photo came from a public elementary school in Minneapolis,” Hinderaker reports, citing an image featuring a display of coloring pages that each depict Omar standing with an almost military bearing, face upturned, staring off into the distance. She is wearing a headscarf and keffiyeh (prayer shawl). Several detailed floral designs are arranged around her face. “I’ve been told that the same coloring project has been reported in at least one suburban school district, but I don’t have definite confirmation of that yet,” Hinderaker adds. He does not identify the school districts participating in the assignment.

As Hinderaker points out, Omar is a highly successful politician, who has raised “three to five times as much” in campaign donations as other U.S. House members from Minnesota. Apparently Minnesota’s public schools are doing whatever they can to cement her reputation as an icon.

“Omar is being raised to heroic status in her district’s public schools,” writes Hinderaker. “Elementary school students are apparently being taught to revere her, much as, in recent years, they have been taught to see Martin Luther King, Jr. as a kind of secular saint. Someone has distributed an Ilhan Omar card that students are instructed to color, while writing a ‘report’ on the inside. I assume those reports are paeans to the Congresswoman.”

Congresswoman Omar’s questionable actions and comments extend well beyond her hatred of Israel. She served as the keynote speaker at a recent event to benefit the Council on American Islamic Relations (CAIR), an organization known for its strong ties to Islamic extremism. Steven Pomerantz, the former chief of counter-terrorism at the FBI has baldly stated that “CAIR, its leaders and its activities effectively give aid to international terrorist groups.”

At that event Omar shared the stage with CAIR-Florida executive director Hassan Shibly, who refuses to classify Hezbollah and Hamas as terrorist organizations. During her speech, Omar notoriously referred to the 9/11 attacks in which

approximately 3000 American citizens died as “some people did something.”

Omar’s record in the Minnesota State House of Representatives, where she served as a representative from 2016-2018, is also troubling. In 2017, Omar voted against a bill that would allow life insurance companies to refuse to pay benefits in cases where the insured party died while committing an act of terrorism—one of only two state representatives to do so. She also opposed a bill which would make it a felony for parents to make their daughters undergo female genital mutilation.

Other allegations against the Congresswoman are deeply disturbing. The Minnesota Sun reported in October 2018 that “probable cause” existed to show that Omar together with her campaign committee to elect her to the state legislature in 2016 had committed “at least three separate [campaign finance] violations, including the alleged use of campaign funds to pay off legal fees related to her divorce.”

Online encyclopedia of the left,

Discoverthenetworks.org, also reports that during her run for the Minnesota House in 2016, Omar “faced highly credible allegations that – in an effort to perpetrate immigration fraud and/or student loan fraud – she had married her own brother, Ahmed Nur Said Elmi, in 2009 and was still legally his wife.” Omar responded by claiming these reports were “disgusting lies” made by those who are “deeply invested in stopping a progressive, black, Muslim, hijab-wearing, immigrant woman.”

Congresswoman Omar is establishing her own legacy—one in which scandals percolate and anti-Semitism, and apologetics for Islamic extremism take center stage. Minnesota’s public schools are attempting to give her a very different one.

Students Assigned to Decide if President Trump is a Fascist

Ninth graders were told to research “Evidence that Mr. Trump talks/behaves like a fascist.”

A history teacher at Haverhill High School in Massachusetts ignited outrage and controversy when he assigned students to determine whether various “identifying characteristics of fascism” are

exemplified by President Donald Trump.

The homework assignment was titled “Some People Claim that Donald Trump is a Fascist: Time to Check it Out!” and was given to ninth grade students by their history teacher.

“Political scientist Dr. Lawrence Britt wrote an article about fascism,” begins the assignment. “Studying the fascist regimes of Hitler (Germany), Mussolini (Italy), Franco (Spain), Suharto (Indonesia) and Pinochet (Chile), Dr. Britt found they all had fourteen elements in common, the identifying characteristics of fascism.”

Students were then asked to use the internet and other sources to determine whether these fourteen “identifying characteristics of fascism” also apply to President Trump.

According to the assignment, the qualities common to fascists (and possibly applicable to President Trump) include “Powerful and Continuing Nationalism,” “Disdain for the Recognition of Human Rights,” “Identification of Enemies/Scapegoats as a Unifying Cause,”

“Rampant Sexism,” and “Controlled Mass Media.” Two columns next to each characteristic ask students to provide either “Evidence that Mr. Trump talks/behaves like a fascist” or “Evidence Mr. Trump does not behave like a Fascist.”

Even in liberal Massachusetts, some citizens support President Trump or still believe in the principle of nonpartisan public education—and they were quick to vent their outrage.

“I support the president,” commented parent Dave Prescott to a local news channel. “I support a lot of the things he does. And for them to talk about fascism, in regard to the president, I just think this isn’t what I’m sending my kids to school for.”

Speaking out in a public letter, Haverhill Principal Glenn Burns admitted that the assignment “missed the mark” and may “have created a learning opportunity that skews the thinking of our scholars.” Nevertheless, he denied that the purpose of the assignment was to impugn president Trump: “It was evident to us that the prompt may have skewed the debate or provided the perception that we were looking for scholars to prove Donald

Trump was a fascist. This was not the intention of the assignment and we apologize.”

Haverhill Education Association President Ted Kempinski also buttressed the principal’s claims that the assignment was merely an exercise in critical thinking, not an attack on the President. “The purpose of the assignment was for students to analyze documents and think critically, that they develop the skills to analyze documents and come up with their own factually based opinions,” he said.

But many in the community remain unconvinced. “I have an older child that had the same teacher a couple of years ago. He did not receive the assignment: Why or why not is Barack Obama a fascist?” one parent noted on Facebook.

**History Class Presentation Exalts “Liberal”
Traits, Vilifies “Conservative” Ones**
*“Liberal” is defined as “tolerant, enlightened”
while “Conservative” means “bigoted,
regressive.”*

A teacher at Rock Hill High School in South Carolina has been accused of indoctrination after showing her class a slide presentation which included universally positive definitions of the term “liberal” and disparaging ones of the term “conservative.”

The slide was part of a presentation on the history of America’s political parties. Described as a “meme,” the slide listed synonyms for the term “Liberal” which include “tolerant, generous, enlightened, broadminded, lavish, charitable.” It goes on to state that the antonym of “Liberal” is “Conservative” which is defined as “stingy, miserly, regressive, narrow-minded, reactionary, bigoted, prejudiced, biased.”

The slide claims that the definitions were taken from Roget’s Thesaurus. While these may be true dictionary definitions of these terms in various

contexts, the slide in question contains the image of three American flags, making clear that in this instance the definitions are being applied to the political realm.

Unsurprisingly, many parents and others in the district were outraged by this negative characterization of conservative views.

Parent Keith DuBose, whose son is enrolled in the class, shared the image of the slide on Facebook where it was met with a furious response, eliciting hundreds of comments. “My son whom is a student at Rock Hill High just sent me this in his US History and Constitution class,” Dubois wrote. “She [the teacher] was teaching this to our children. Who do I need to contact to voice my concerns? I am tired of these schools indoctrinating our kids... This needs to stop!”

Bonnie Hunter, also the parent of a student at Rock Hill, was similarly concerned about the partisan nature of the lesson.

“I don’t think it’s a fair assessment because I am a conservative. I wouldn’t be too happy with

those being the ways to judge me,” Hunter told a local news station. “I would hope that we can take away the division that we have in our country now a days instead of inflame it.”

A spokesman for the Rock Hill School District, Mychal Frost, issued a statement attempting to absolve the teacher and school of the charge of indoctrination.

“The full presentation sought to provide an overview of political parties, and social and fiscal issues that have shaped the American political system,” Frost wrote. “The teacher, on at least two occasions, stressed to students that labels of ‘conservative’ and ‘liberal’ have changed throughout history and each is not synonymous with today’s Republican and Democrat parties. The presentation focused on the basic beliefs of conservatives and liberals, and a follow-up activity asks students to identify conservative and liberal positions on issues and explain why each side takes the position(s) that it does.”

Frost did add that the slide and the presentation would not be shown to future classes although

he maintained that there was “no intent to indoctrinate.”

**Florida High School Principal Removed
After Questioning the Holocaust**

“I can’t say the Holocaust is a factual, historical event.”

The principal of a public high school in Palm Beach, Florida has been removed from his position after it was revealed that he questioned the factual existence of the Holocaust in an email to a parent and defended the right of Holocaust deniers not to have lessons on its atrocities “forced” on them.

Until his dismissal on Monday, William Latson had served as principal of Spanish River High School in Palm Beach, Florida since 2011, a school with an enrollment of approximately 2,500 students and a high Jewish population. But when the mother of a student emailed him in April 2018 asking routine questions about how the school planned to ensure that students were educated on the topic of the Nazi Holocaust in which six million Jews and many others were systematically slaughtered, Latson’s response came as a shock to her.

The principal stated that the school does conduct “a variety of activities for students and parents” on the subject of Holocaust education, including a school assembly and a special day’s lesson for 10th graders. So far so good. But Latson went on to state that these lessons are “not forced upon individuals as we all have the same rights but not all the same beliefs” and explained that “We advertise it to the 10th grade parents as their sic are some who do not want their children to participate and we have to allow them the ability to decline.”

Unsure whether she had fully understood Latson, the mother wrote back stating “The Holocaust is a factual, historical event. It is not a right or a belief.”

But astoundingly, Latson disagreed. “Not everyone believes the Holocaust happened,” he wrote, “And you have your thoughts, but we are a public school and not all of our parents have the same beliefs.”

The principal added that as an educator he must “be politically neutral but support all groups in the school.”

“I can’t say the Holocaust is a factual, historical event because I am not in a position to do so as a school district employee,” the public school principal declared.

Incensed by Latson’s response, the mother, who asked not to be named in order to keep her child’s identity anonymous, spent the following year attempting to ensure that students at Spanish River High receive appropriate education in the horrors and truth of the Nazi Holocaust. She and another parent met with Latson who seemed somewhat receptive to her suggestions that Holocaust education take place at every grade level, but the mother states that her child told her the promised initiatives were not being carried out. After a year of pushing for further education with unsatisfying results, the mother took the issue to higher-ups in the school district, stating that she had lost confidence in Latson’s leadership.

Palm Beach County School District administrators initially attempted to handle the situation privately, but changed their minds once the Palm Beach Post published a major story on the incident. In a statement, the district said

that Latson’s “leadership has become a major distraction for the school community” and that it is “therefore, in the best interest of students and the larger school community to reassign Mr. Latson to a District position.” The nature of Latson’s new assignment was not announced.

“In addition to being offensive,” the district’s statement added, “the principal’s statement is not supported by either the School District Administration or the School Board.”

Karen Brill, the only Jewish member of the Palm Beach County School Board, went on the record to say that she was very upset about Latson’s comments. “The Holocaust is a historical fact and I am appalled that anyone in our district believes that its teaching may be opted out of,” she said.

New Jersey High School Allows Muslim Proselytizing in Class

*“May Allah Continue to Shower You Love and
Wisdom”*

Memorial High School in New Jersey has come under fire after it allowed two Muslim students to proselytize for their religion in multiple classrooms and allowed banners invoking the Muslim god Allah and urging students to celebrate Ramadan to be hung on school grounds.

According to the Freedom of Conscience Defense Fund (FCDF), an organization that does pro-bono legal work to defend conscience rights and constitutional liberties, Memorial High hung “two district-sponsored Ramadan posters” on school grounds. One of these posters exhorted students to “Have a blessed Ramadan” and added “May Allah Continue to Shower [sic] You Love and Wisdom” A second banner urged students to “celebrate” in fancy silver lettering and wished them “Happy Ramadan!” and “May this month be filled with all that is good.”

“A public school district would never hang posters praying for Jesus Christ to shower students with love and wisdom,” asserted FCDF Executive Director Daniel Piedra. “Apparently the Left’s notion of the so-called ‘separation of church and state’ only applies to Christians.”

The Freedom of Conscience Defense Fund sent a cease and desist letter to Memorial High Principal Scott Wolhrab and Superintendent Clara Brito Herrera demanding that the posters be removed immediately. Attorneys for the school district responded just two days later, writing to the FCDF that “the poster(s) that may have been deemed legally impermissible in a public educational setting have been removed from Memorial High School.” But that was not the end of the story.

In talking with a concerned teacher at the school, the FCDF learned that in addition to the posters, officials at Memorial High also allowed “two Muslim high school students going class-to-class during school hours, interrupting lessons, and trying to convert students to Islam under the guise of teaching them about Ramadan.” The students also created “massive bulletin boards promoting

Islamic religious practices and inviting students to learn more about the benefits of being a Muslim” which were sponsored by the “Dawah Committee” of their local mosque.

The explicit mission of the North Hudson Islamic Educational Center’s Dawah Committee, as noted on its website, is proselytizing for the Islamic religion by “sharing the guidance of the Glorious Quran and the mercy of the prophet Muhammad (PBUH) with our neighbors and friends” and “empowering Muslims to be advocates of the message of Islam.”

The Memorial High students who undertook this mission chronicled their efforts in a post in an online Islamic forum. In that post, titled “Ramadan in the Public Schools,” the numerous ventures of the Muslim students to spread the word of Allah in their public school were documented and praised.

“Jazaakum Allahu khairun – way to go! We congratulate Sr. Nour Hasan and cousin for their outstanding dawah educational awareness in the Public Schools. We pray that other students and parents will follow suit in the near future. May

Allah subhanahu wa ta'ala reward them manifold. We also thank Memorial H.S. for their kindness and inclusivity of our Muslim students.”

The post also detailed the students’ activities to promote “dawah educational awareness” through bulletin boards and class presentations:

“The NHIEC Ramadan in Public School Package [see above, the School Outreach Ramadan Kit 2019] was helpful. I also contacted Project Eid Awareness. Sr. Marjana sent me a banner – a white one you can see in the pictures.

“I did the Bulletin boards which I have the presentation slides on.

When I asked the school if I could hang a banner up the school made their own banner that they put in the entrance of school.

“I did the presentation in 5 different classes: 3 History, 1 English and 1 French class. One was a freshman class and the rest were 10th grades. I made goody bags that had candy and I asked questions. Afterwards, I gave out the treats to

whoever answered the questions. I also made some Arabic sweets for one of my classes. No one else helped in the presentations except for my cousin. She did the one about the traditional food and stuff that we have during Ramadan.”

In the wake of the controversy, the post appears to have been removed.

“For years, courageous Americans have been sounding the alarm about the threat of Islamic indoctrination in America’s schools, only to be smeared as Islamophobic, anti-Muslim conspiracy theorists,” commented FCDF Executive Director Daniel Piedra. “What is transpiring in this school district is no doubt a conspiracy, but the blatant Islamic proselytizing here requires no theorizing—it is fact,”

The FCDF issued a public records request to the school district in an effort to uncover further details about the unconstitutional Muslim proselytizing that was allowed to occur at Memorial High, but the district denied that request as “unclear” and “overly broad.” In response, FCDF plans to file a complaint with the state of New Jersey to force the

district to hand over their records concerning the Islamic proselytization.

“We are determined to hold the West New York School District accountable to the students, parents, and communities they are legally obligated to serve. Once we obtain this information, we will work closely with students, parents and advocates to ensure the Constitution, not Sharia law, is the final authority in the District,” FCDF executive director Piedra asserted.

Mandatory Teacher Training Denigrates Christianity, Exalts Islam

Christian scriptures described as “corrupted” while the Koran contains the “pure” word of God.

A Freedom of Information Act request filed by the Thomas More Law Center in Ann Arbor, Michigan revealed deeply concerning information on a mandatory two-day teacher training session on Islam conducted for public school teachers in the state which denigrated Christianity while presenting Islam in an exclusively positive light.

“We found that the teachers were subjected to two days of Islamic propaganda, where Islam was glorified, Christianity disparaged, and America bashed—all funded by Novi taxpayers,” explained Richard Thompson, president and chief counsel at the Thomas More Law Center. He noted that the school district had not sponsored teacher trainings on Christianity, Judaism, or other religions over the past five years, but solely on Islam.

The “cultural competency” expert hired by the Novi Community Schools District in Michigan is Huda Essa of Culture Links LLC, a hijab-wearing woman of Arab descent. After examining numerous documents relating to Essa’s presentation including audio transcripts from her talk, the Thomas More Law Center (TMLC) found that “information on Islam she provided to Novi teachers was riddled with falsehoods and errors of omission that were clearly meant to deceive.”

During the two-day training session, Essa “spent a great deal of time in her Novi presentation talking about Muslim women, whom she described as victims of Islamophobia on the part of bigoted Americans,” explains a press release from the

TMLC. She described cases where hijab-wearing Muslim women have been attacked or killed for their religious dress but provided no details on when or where these attacks occurred. As the Thomas More Law Center pointed out in its release, “anti-Muslim attacks are relatively rare in America and actually fell by 17 percent in 2017” while “Anti-Jewish hate crimes that year out-numbered anti-Muslim offenses by nearly four to one.”

Essa also claimed that mistreatment of women in Islamic countries is due only to “cultural” differences, and not to the Islamic religion itself, which in fact dictates radically different rules for men and women.

Her presentation repeatedly portrayed Christianity in a negative light, claiming that the Christian scriptures were “corrupted” over time whereas the Koran contains the true and “pure” word of God. Claiming that Christianity and Islam are “mostly similar,” she also asserted that Islam is in fact the world’s “only purely monotheistic religion.”

Teachers attending the training session were

taught to believe in a whitewashed version of Islam. Essa told those in attendance that the word “Islam” is a variation on the Arabic word “salaam” which means peace. As the TMLC points out, Islam is more accurately translated as “submission,” since Muslims must submit to Allah and Sharia law before all other authorities. She also described the phrase “Allahu Abkar” as a refrain used to convey strong emotions; she did not mention that this same phrase is used as a battle-cry by Islamic terrorists conducting attacks.

The problematic presentation on Islam was not limited to one Michigan school district. Essa’s website lists nine separate school districts in Michigan as clients and also public schools, colleges and professional organizations in numerous other states including California, Texas, Georgia, and Florida. For the two-day presentation for the Novi Community Schools District, Essa’s organization was paid \$5,000. The Freedom of Information Act requests filed by the TMLC further revealed that the district did not fully vet Essa before allowing her to conduct the mandatory training, nor did they conduct a factual analysis of her claims. In spite of the school district’s limited screening process,

Essa was given access to data from student and faculty surveys.

“This type of infiltration amounts to an Islamic Trojan horse within our public-school systems,” Thompson of the Thomas More Law Center said. “No other religion gets this kind of special treatment in our schools.”

**Florida Middle School Teacher Labels
Trump an “Idiot” in Exam Question**

Senator Rick Scott: “The teacher should be fired immediately.”

A teacher at Watson B. Duncan Middle School in Palm Beach, Florida has been reassigned from regular classroom duties after labeling President Donald Trump an “idiot” in an exam given to students.

The multiple-choice question asked students to correctly identify the U.S. President described as “45th Pres.; 2017; Republican; Real Estate businessman; idiot.” The four possible answers were Donald Trump, Ronald Reagan, Richard

Nixon and Jimmy Carter. Obviously, the “correct” answer is meant to be Donald Trump.

The source of the exam question appears to be an online database called Quizlet, which allows educators to upload, edit, and share study materials and exam questions. It is unclear whether the teacher wrote the question herself or borrowed it from another user. Since the database is used by educators nationwide, it is possible that other teachers used the same exam question in their classrooms. The teacher has not yet been publicly identified.

Alarms about the exam question were first raised by Duncan Middle School parent Cam Cary, whose daughter took the quiz. Cary shared an image of the question on Twitter and promised to “raise some hell” with the school principal. “This was an actual question on my daughter’s middle school test today. Furious,” he wrote. “Indoctrination will not continue ... Not having it!”

Cary subsequently contacted administrators at the school and reported that he had a “long talk” with school principal Phillip D’Amico. “I let the

school know that teachers' personal opinions do not belong in the classroom no matter what you believe," Cary reported in an update on Twitter. "That kids need to be free thinkers and not told how to think."

Principal D'Amico issued a statement via email acknowledging that "the question was inappropriate, and demonstrated an unacceptable lack of good judgement on the part of the teacher." He also confirmed that the teacher has been reassigned while the school conducts an investigation. "I apologize for the incident, and for the offensive verbiage used in the question," he added.

Florida Senator Rick Scott also condemned the teacher for politicizing the classroom. "This is UNACCEPTABLE," he tweeted. "This liberal teacher was trying to indoctrinate kids in Florida with your tax dollars! The teacher should be fired immediately."

Closing Schools to Indoctrinate Educators in ‘White Privilege’

“Racial justice work is the work of all of us.”

By longstanding tradition, on the third weekend in October, Minnesota schoolchildren are granted a four-day holiday so that their teachers can attend an indoctrination bootcamp—otherwise known as the “Minnesota Educator Academy” or “MEA”—sponsored by Education Minnesota, the state’s teachers union. Billed by the union as an opportunity for professional development and for educators to connect with their colleagues across the state, the Academy is a poorly-disguised effort for leftists to further their agendas by promoting radical race theory and the progressive concepts of “white privilege” and “Islamophobia” to the individuals charged with educating our next generation.

The most recent MEA which was held last week in St. Paul was no exception and the conference itinerary made no effort to hide the political thrust of its efforts. The one-day conference kicked off with a keynote address by Dr. Eddie Moore Jr., the co-founder and director of The Privilege Institute

and The National White Privilege Conference.

Moore is a proponent of “equity” which is notably different from the concept of “equality” which was championed by Dr. Martin Luther King, Jr. and other civil rights leaders during the 1960’s. While those who champion equality want to ensure equality of opportunity and equal rights under the law, those promoting equity want to ensure equal results. If black students are receiving poorer grades or more suspensions in schools than white students, proponents of equity declare that the school system must be racist, that its very structure and foundations are suspect, that it must be privileged towards whites—regardless of the many cultural, economic and sociological reasons why such disparities may exist.

“When you design systems, organizations, institutions, believing that you’re supreme, that is what white supremacy is all about. And we know that in many of the people who came before us who contributed to this nation’s design, they believed in white male supremacy,” Moore explained in an interview. “White privilege is the perk that comes from that structure’s design because you resemble

the structure. Simply because you are alike those who believed in that supreme design, that you get a reward for that.”

The conference agenda assumes that all its participants will buy into these radical theories. “Moore will talk about why racial justice work is the work of all of us, no matter where we live or who we know,” states the conference itinerary, which lauds his organization for providing opportunities for “those committed to true social and institutional change.”

Following Moore’s keynote address, the conference’s participants had the option to attend several breakout sessions. Among these is the ironically titled “Anti-Bias Education: The Foundation of Culturally Responsive Teaching” which claims to teach educators “ABE theory and practices that create identity safety, belonging and equity.” Again, the focus is on “equity,” on achieving equal results for all students, not “equality,” which would mean providing all students with the same opportunities.

An “REA Workshop,” is noted as being open

only “to members who have been accepted into the Racial Equity Advocate 2019-20 cohort.” These Racial Equity Advocates have been specially trained to “serve as a supportive peer for colleagues who are working to develop an anti-racism growth mindset,” “deliver professional development and facilitate community learning experiences related to racial equity” and “participate in conflict resolution and restorative justice efforts within learning communities.” Like the MEA’s keynote speaker Dr. Moore, REA’s are trained to demand “equity” or equality of results—not equality of opportunities or resources.

An afternoon session at the Academy was devoted to the topic of “Muslims in the Classroom.”

“Learn the basics of what impacts Muslim students and their daily lives in the classroom. Aspects of diet, dress, gender relations, prayer, fasting and Muslim holidays are integral to this topic,” explains the conference guide. “The workshop is meant to help identify and address Islamophobia and Islamophobic bullying in the classroom.” According to FBI statistics, hate crimes against Jews are far more common than those

committed against Muslims, but no comparable sessions on Judaism, Christianity, or other faiths were provided to educators at the MEA.

Another afternoon session returned again to the topic of “privilege.” In “Introduction to Privilege: Who’s Right? Who’s Left?” educators are told that they will experience a “hands-on session” that will help them “experience how inequity from privilege affects people’s daily lives.” And a training on “Building Cultural Competency Through Culturally Responsive Teaching” promised to provide “sample lesson plans that demonstrate how to use culturally responsive teaching practices to build cultural competency for their students.” Two separate sessions provided guidance on teaching students about climate change.

The MEA thankfully offers more than ideological indoctrination. Amidst the lessons on avoiding privilege and Islamophobia and promoting racial equity are sessions on teaching reading, math and other academic subjects and also on understanding medical conditions that can impact learning such as dyslexia, autism and ADHD. But the selection of Dr. Moore—founder

of the Privilege Institute and the White Privilege Conference—as the conference’s keynote speaker lends a tenor of ideological fervor that permeates throughout. Minnesota’s educators—and the children that they teach—deserve better.

School “Diversity Inventory” Pries into Students’ Sexuality, Finances, Religion

“Students were traumatized; Some were even brought to tears.”

As students in one North Carolina high school were headed back to class last August, they were forced to participate in a demeaning “diversity inventory” which required them to answer personal questions about their gender, sexuality, religion and financial well-being and those of their neighbors in an effort to make them aware of their respective privilege.

The disturbing assignment occurred in a 10th grade English class at Heritage High School in Wake Forest. Teacher Melissa Wilson asked her class to fill out a “Diversity Inventory” worksheet which asked the teenagers to reveal highly sensitive and personal information.

The worksheet was formatted as a grid. Students were first asked to fill out information on their own “gender,” “race/ethnicity,” “age,” “sexuality,” “ability,” “religion,” and “socio-economic status.” Then they were asked to provide this information for “most of my close friends,” “my teachers” and “my neighbors,” among others.

In case simply writing down this personal information wasn’t enough, Wilson then asked her students to go and stand under signs that corresponded to their reported sexuality.

The North Carolina Values Coalition reports that “Students were traumatized” by the exercise and “Some were even brought to tears.”

“At this morning’s meeting, one parent said that her student had been experiencing PTSD from the incident,” the report continues. “Another student didn’t attend school on Friday, and is so scared to return to Wilson’s classroom environment that they told their parent they hoped the hurricane would distract everyone from this incident. Another parent’s child Facetimed them in the middle of the classroom to tell them how uncomfortable

they were with the assignment. Another student had a friend who had recently shared very private information about themselves to a select number of their peers, and went white when the teacher asked students to now stand and reveal their private identities.”

“We also learned that this was not a once-time incident. Ms. Melissa Wilson apparently has given this assignment in the past,” the NCVC reported.

Parent Dina Bartus described the effect that the assignment had on her son. “He actually broke down and started crying because he said, ‘I felt so uncomfortable, but felt so on the spot that I had to do it.’ He said the pressure was just incredible, and my son doesn’t cry easily, so it really really bothered him,” the mother described.

Bartus shared a photo of the assignment on Facebook and it quickly went viral.

The teacher also added her own commentary to the assignment. “When some kids were kind of hesitant to do it she [the teacher] said, ‘Hey, it’s

OK because I used to be a Catholic and now I'm an atheist and I'm bi-sexual,' Bartus added. "So, needless to say, my son was a little shocked that this was happening in what's supposed to be an English class."

The mother emailed the school principal to demand that her son be removed from Wilson's class. She had to contact him twice before she received a response.

"It's hard enough going to high school without having your teacher call you out and lump you into a category — and not a category like 'do you like football or baseball?' A category of, 'who do you want to have sex with?' That's unacceptable," Bartus said.

After numerous parents aired their concerns, the school released a statement noting that "the principal reviewed the activity and resource and directed the teacher to discontinue the lesson immediately."

"The Diversity Inventory worksheet in question is not a district-provided resource. We will continue

to work with educators on how to effectively lead important conversations connected to identity, culture, and other sensitive topics as appropriate,” the statement continued.

Melissa Wilson, the teacher who forced her students to complete the diversity inventory, was suspended without pay from her job for five days, but has now returned to teaching students.

Parent Dina Bartus doesn’t think these consequences were sufficient. “I don’t think she belongs in the classroom, or at least with minors,” she said.

Male Teacher Assaults Female Student Over “Women for Trump” Pin

“[He] put it upside down on his shirt and said it belongs upside down”

A female high school student in Michigan reports that that she was assaulted by a male teacher when she wore a metal pin to school voicing her support for President Donald Trump.

Sadie Earegood is a junior who attends Mason High in Mason, Michigan. But when the 16-year-old wore her “Women For Trump” pin to school, she was confronted by an angry male teacher who “aggressively” grabbed the pin and detached it from her jacket.

The teacher, who has been identified as media technology teacher Paul Kato, first confronted Sadie, saying he didn’t like her pin. “That’s fine, you don’t have to like it, we can have our opinions,” she responded. But the teacher was not willing to let the matter go.

“He grabbed it and I pulled, I tried to push his hand away and he grabbed my shoulder,” she described in an interview with a local news channel “(He) just kind of put his hand there, and then he started pulling more and more and I just started backing up.”

The teacher then “took both hands and unlatched the pin from my jacket and put it upside down on his shirt and said it belongs upside down,” Sadie explained. The incident occurred during school hours on December 5.

“He had no right to put his hands on my child over a pin or anything else,” said Sadie’s mother, Capi Earegood, who was very upset about the incident. “The First Amendment gives everyone the right to express their freedom of speech. No one should get that upset about someone wearing a political pin.”

“I was really shocked that a teacher especially would do that,” Sadie added, noting that “I just want him to know that it’s not okay to do that. I want this to be learning experience for other teachers. And I’m not going to stop wearing my political stuff.”

Sadie’s family filed a police report charging the teacher with criminal assault and larceny, but the Ingham County Prosecutors Office declined to file assault charges against the teacher claiming there was no credible evidence of criminal conduct.

The school district conducted an investigation and released a statement which read in part, “Following an investigation by the Mason Police Department, the Ingham County Prosecutor’s Office declined to press criminal charges in the matter. Mason Public Schools officials have

completed their internal investigation and have disciplined the teacher appropriately.”

“While not criminal, the teacher’s actions were inappropriate and misrepresented the mission of the district,” added Ronald Drzewicki, Mason Public Schools Superintendent. “MPS staff are role models. Our core values include respect, responsibility and compassion. We expect all MPS staff to model these values in interactions at school, especially with students.”

Students Assigned to Pack Bags and Pretend They Are Refugees in Trump’s America

“President Trump is trying to take control of the United States! There are fights in the streets!”

A middle school teacher in Pennsylvania provoked outrage and charges of indoctrination after she assigned her students to time themselves for ten minutes as they packed a bag in imitation of refugees forced to leave America by President Donald Trump.

“President Trump is trying to take control of the

United States!” read the deliberately inflammatory assignment, portraying America’s legitimate president as a dictator enacting a coup. “There are fights in the streets! You have to pretend that you are a refugee being forced to leave your home, never to return.”

The assignment then instructs students to spend only ten minutes packing a bag in preparation to leave their homes forever. “Please have a parent to [sic] time them for 10 minutes while they packed a bag. When the time was up they were to take a picture of the contents of their backpack and then email it to me,” the ungrammatical assignment continues. “If no picture, then draw it. You will have to present to us why you chose these items. This is due on Thursday. Worth 10 points.”

The teacher is an educator at Penn Cambria Middle School in Cambria County, Pennsylvania. When parents became upset about the assignment, School District Superintendent William Marshall claims that the teacher realized that the assignment was a “huge error” and called the parents of each student in the class to apologize.

“As a parent of a student in this very school [I] am ashamed,” one mother commented on Facebook. “All this did was scare my child... This is not acceptable in any school or towards any leader. I don’t care if you like the president or not this is unacceptable!”

Superintendent Marshall also claimed that the teacher now realizes that she should not use the classroom to promote her political views. He did not reveal whether the teacher has been disciplined for the horrifying and politically insidious assignment.

Kindergarten History Lessons in Virginia to Focus on Slavery

*“Activism and action civics” opportunities for
young students will be promoted.*

Most adults who attended public school remember early history lessons about American leaders and symbols—George Washington crossing the Delaware, Betsy Ross sewing the American flag. But starting this fall, kindergarteners in Loudon County—a wealthy suburb of Washington D.C.—will be taught a new radicalized history curriculum focusing on slavery and social justice.

Loudon County has elected to partner with the disgraced far-left Southern Poverty Law Center (SPLC) to develop the new curriculum which deliberately paints America in a highly negative light.

“Sugarcoating or ignoring slavery until later grades makes students more upset by or even resistant to true stories about American history. Long before we teach algebra, we teach its component parts,” the curriculum reads. “We should structure history instruction the same way.”

The new curriculum also highlights “activism and action civics” opportunities for young students in kindergarten through second grade.

“Students should study examples of role models from the past and present, and ask themselves, ‘how can I make a difference?’” the guidelines explain. “These conversations [about slavery] should lead into discussions about current injustices — particularly those that continue to disenfranchise and oppress the descendants of enslaved people — and possibilities for activism and reform.”

In short, public school teachers must prepare their students to take up the mantle of Black Lives Matter.

While the decision to teach five-year-olds about one of the most disturbing chapters in American history may seem extreme, it is being mirrored in school districts across the nation. The New York Times' much-vaunted but counterfactual "1619 Project" claims to prove that "nearly everything that has made America exceptional grew out of slavery." Despite the objections of numerous historians who dispute the narrative provided by the Times, curricula based on the Project are now proliferating at public schools across America.

The political tenor of the new lessons was confirmed by a longtime Loudon County elementary teacher who spoke with the Washington Free Beacon on the condition of anonymity because she feared for her job if her real views about the new curriculum were made known.

"I teach lower grades in elementary school.... [Never before] did I have to teach about slavery," the teacher said. "Our standards were always [to] teach

about famous Americans, George Washington, Martin Luther King Jr., people like that. But, it was all very general and the bigger picture, we highlighted their accomplishments.” She noted that the slavery is usually taught beginning in the fourth grade when students have greater maturity to understand it in its historical context.

“What they’re really trying to do is divide people as early as they can, starting now with kindergarteners. They’re really going to be inciting hate,” the teacher added. “They’re pointing out that there’s ‘whiteness’ and ‘blackness’ and that’s crazy. We never taught about that in school.... We learn about how to get along with one another and be kind and respect others. But now, with this new curriculum that they’re adding, it’s going to do the total opposite.”

Max Eden, an education policy expert at the libertarian-minded Manhattan Institute, concurred that the curriculum was not suitable for young children. “Students aren’t prepared when they’re five years old to develop a nuanced sense of history and political processes, and pros and cons of different side effects, and unintended

consequences,” Eden said. “What the real goal of this is, by introducing [slavery] this young, is to try to get the left-wing, Nikole Hannah-Jones [creator of the 1619 Project], meta-political narrative into kids’ heads as soon as possible, which is basically trying to compel them to believe that because slavery happened, therefore, America is evil and you must follow the leftist idea of ... how we need to overturn power in society.”

Parents in the district also expressed their anger at the politicized curriculum. “SPLC is pushing Marxist ideology more or less. They’re really pushing those concepts of ‘revolution’ and ‘dismantling the system’ that we have,” one father stated. “So rather than everyone coming together and building something great together, it’s about destroying what’s been built.”

Radical Race and Gender Instruction
Exposed in California Elementary School
Third graders were asked to rank themselves by
“power and privilege.”

At R.I. Meyerholz Elementary School in Cupertino California, students were made to

participate in a lesson to help them understand their “power and privilege” based on race, gender, religion and other characteristics, and rank themselves accordingly.

As investigative journalist Christopher Rufo reports, a third grade teacher at the school gave a lesson on “social identities” during which all students were expected to “create an ‘identity map,’ listing their race, class, gender, religion, family structure, and other characteristics.”

The teacher then went on to explain to the 8 and 9 year old children that they live in a “dominant culture” of “white, middle class, cisgender, educated, able-bodied, Christian, English speakers,” who “created and maintained” this culture in order “to hold power and stay in power.”

The lesson in radical race theory--which absurdly was held during math class--continued with a reading from *This Book is Antiracist*, a radical text which teaches that “those with privilege have power over others” and that “folx who do not benefit from their social identities, who are in the subordinate culture, have little to no privilege and

power.” In keeping with this racialist theory, the reading explains that “a white, cisgender man, who is able-bodied, heterosexual, considered handsome and speaks English has more privilege than a Black transgender woman.”

According to Rufo, students were then told to “deconstruct their own intersectional identities and ‘circle the identities that hold power and privilege’ on their identity maps, ranking their traits according to the hierarchy” that was provided in class.

Students were also assigned to write at least one full page on “Which of your identities hold power and privilege?” and “Which ones don’t?” Examples provided to the students included a personal statement by a transgender person which instructed, “I used to think that everyone is either a boy or a girl...but now I know that gender is something that you get to choose” and “some people may not identify as male or female, but rather as nonbinary.”

The unorthodox lesson in radical race and gender theory outraged parents at the school, who were given no advanced notice about the lesson.

“We were shocked,” said one parent interviewed by Rufo. “They were basically teaching racism to my eight-year-old.” That parent was able to assemble a small group of parents who met with the school’s principal to protest the radical lesson. Under pressure, the administration agreed to suspend the program, but such instruction remains commonplace at schools across the United States.

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