GET INVOLVED EASTON

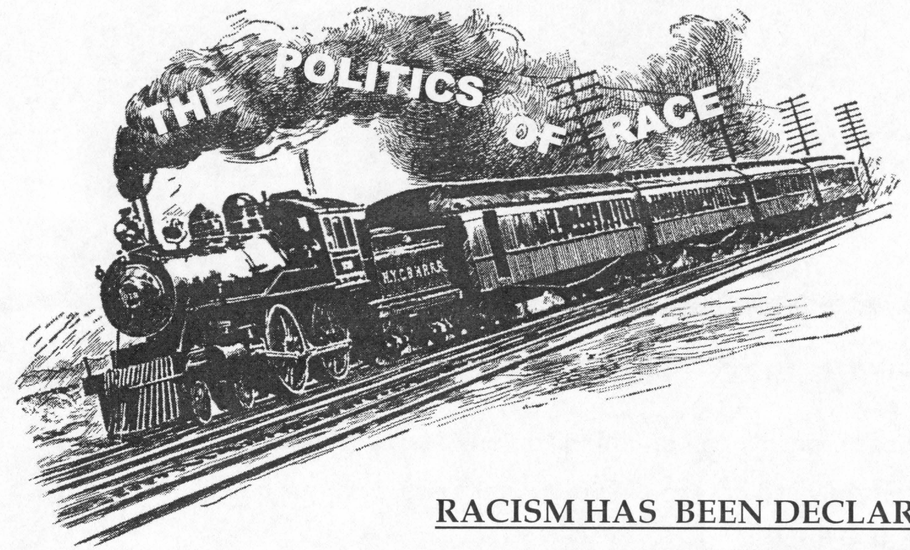
CRITICAL RACE THEORY - SOCIAL JUSTICE - INTERSECTIONALITY

Do these words mean anything to you? Many Americans are unfamiliar with them, and yet they are having a revolutionary effect on our nation, our state, our town, and our schools.

The worldview based on these theories, which has already infected many of our universities, stands in direct contrast to the founding principles of our nation. Martin Luther King's dream of a society where people "will not judged by the color of their but by skin the content of their character" is being replaced by the idea that white skin means you are an oppressor and darker skin means you are a victim. "We hold these truths to be self-evident, that all men are created equal..." is being replaced with the accusation that America is a fatally flawed racist nation.

During the past year, while citizens were battling Covid-19 and distracted by the political unrest across our nation, proponents of these ideas have acted to foist them into our towns and our schools. Our Board of Selectmen and our Boards of Education have reacted by creating taskforces set to bring these ideas into our governance and into the education of our children.

In this publication we attempt to give you a snapshot of what has taken place. We urge all citizens to review the information provided, research on your own, and act with courage to push back these dangerous and divisive ideas.



RACISM HAS BEEN DECLARED A PUBLIC HEALTH CRISIS IN EASTON

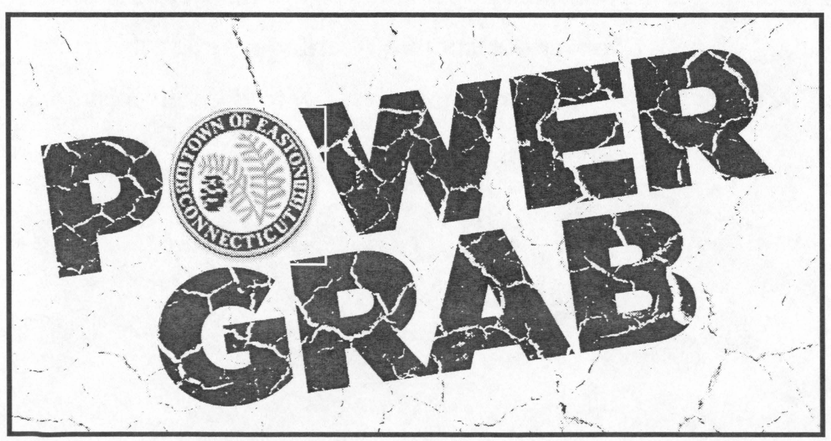
At the August 20, 2020 Board of Selectmen meeting, in what seemed like a knee-jerk reaction to the George Floyd issue, our Board of Selectmen unanimously approved the Easton Resolution on Racism and Public Health proclaiming that *racism is a public health crisis* in Easton and requiring the formation of the Easton Diversity and Inclusion Taskforce (EDIT). This Resolution states as undisputed fact that racism is pervasive, systemic, the root cause of poverty, and the cause of disparate outcomes in health, housing, education, employment, and criminal justice. You can read the full Resolution at http://www.EastonEye.org.

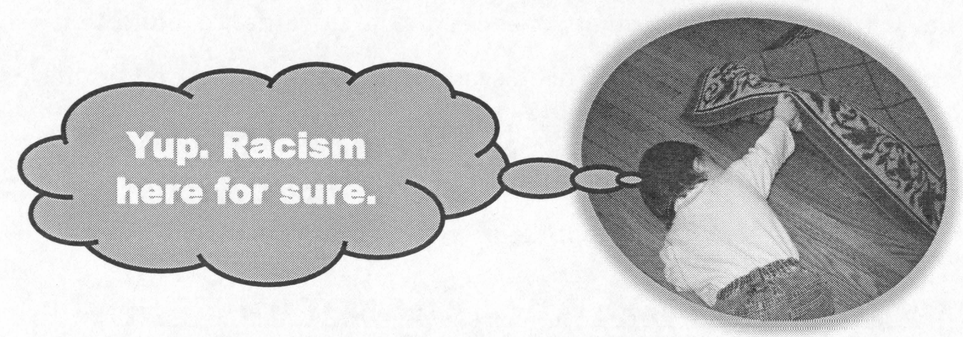
The Resolution was developed by the company Health Equity Solutions out of Hartford (https://www.hesct.org/). In other words, the impetus for this diversity/equity resolution did not emerge from a problem in our town; it is a solution looking for a problem and assumes the existence of pervasive racism in Easton. Resolutions like this have been adopted in other CT towns, and if Easton is a har-

binger, they will result in extraordinary changes to the governance, education systems, and culture of those towns. This disturbing movement is based on the ideologies of Critical Race Theory, Intersectionality, and Social Justice. It is already infecting our schools, library, and health department. It is a runaway train of politics based in race and powered by fear of the label "racist."

OUR BOARD OF SELECTMEN DOES NOT HAVE THE LEGAL AUTHORITY TO TAKE THIS ACTION

To make matters worse, this Resolution came into Easton by the backdoor . According to Easton Ordinance 200-1, it is not the Board of Selectmen, our executive branch of government, that has the legal authority to pass a resolution for the town. That authority belongs to the legislative branch, the Town Meeting. The BOS hijacked the power of the Town Meeting and unleashed this run-away train into our town without any public input whatsoever. The citizens of Easton had no say in the monumental changes brought into our town by the 3-person Board of Selectmen. At the February 18 BOS Meeting, Selectwoman Sogofsky had the presence of mind, the integrity, and the courage to ask the BOS to pull back their approval of the Resolution and bring it to the annual Town Meeting. Call the Selectmen and encourage them to take her suggestion.

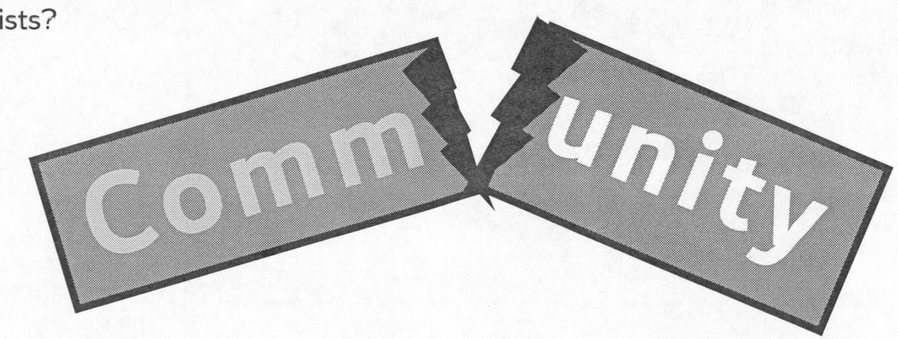




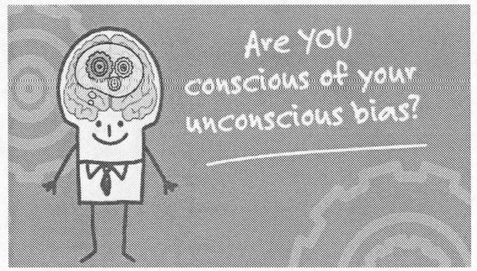
A SOLUTION LOOKING FOR A PROBLEM

COMING TO TOWNS NEAR YOU - ALREADY EMBEDDED IN EASTON SCHOOLS

Just a year ago, systemic racism was not an issue or even a topic of discussion in our town or our schools. This amorphous accusation, based on theories that divide rather than unite, was foisted on the citizens of Easton as a reaction to the George Floyd issue, under cover of the Covid crisis, with no historical indicators of systemic problems in our town and no notification to citizens that this heretofore unknown problem existed. The Easton-Redding Region 9 school district joined our BOS and formed a Taskforce on Diversity, Equity, and Inclusion (DEI Taskforce), pushing this poisonous ideology closer to our students. Nowhere in any of this activity is a mention of what unites us as American citizens. What happens to a nation, a state, a community when we forget our common heritage, adopt theories that divide us into oppressors and victims, and label those with different opinions as racists?



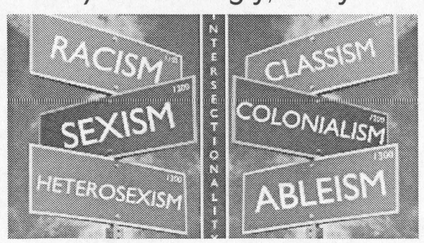
Acceptance of the belief that our town and schools are systemically racist, already apparent in the actions and statements of school personnel, has now been given concrete form in our education system as the ER9 Diversity, Equity, and Inclusion Taskforce funded with $45,000 for curriculum revisions based on diversity, inclusion and anti-racism. This money came from 2019-2020 unexpended funds which should have been returned to the taxpayers.



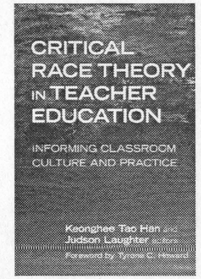
Parents are reporting disturbing developments in our town schools. In the following pages we will give you a glimpse at what has taken place.

In June 2020, a petition in the form of a letter addressed to the former superintendent, current Assistant Superintendent Gina Pin, and Members of the Region 9 BOE was placed on Google Docs. The letter endorses a 52-page document entitled **Action Steps and Curriculum Guide: Addressing Systemic Racism at Joel Barlow High School**. You can access these documents through our website.

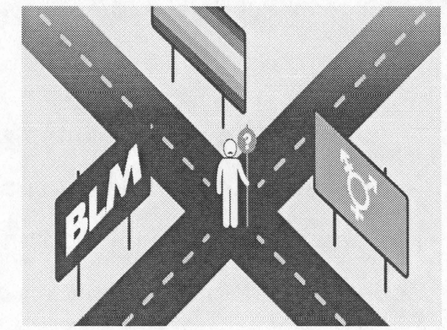
The authors of these documents do not identify themselves, but they are members of a group calling themselves the ER9 Social Justice Group (more on them later). Disturbingly, many of the 500+ signers indicate that they are Barlow graduates. This 52-page action plan assumes as fact the existence of systemic racism at Barlow. It proposes a school curriculum in all subjects based on **CRITICAL RACE THEORY, INTERSECTIONALITY, and SOCIAL JUSTICE**. These are the ideas that have overtaken our universities during the past decade or more. We attempt to summarize them on the following pages.



A NEW WORLDVIEW



CRITICAL RACE THEORY is the "view that the law and legal institutions are inherently racist and that race itself, instead of being biologically grounded and natural, is a socially constructed concept that is used by white people to further their economic and political interests at the expense of people of colour." (https://www.britannica.com/topic/critical-race-theory)

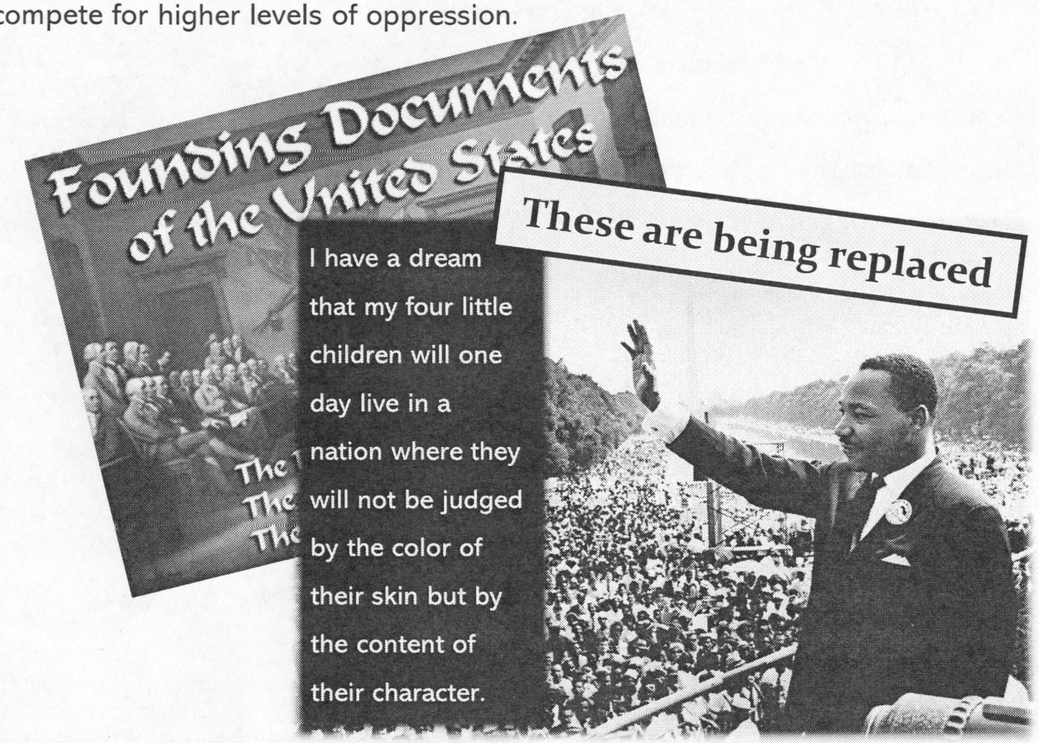


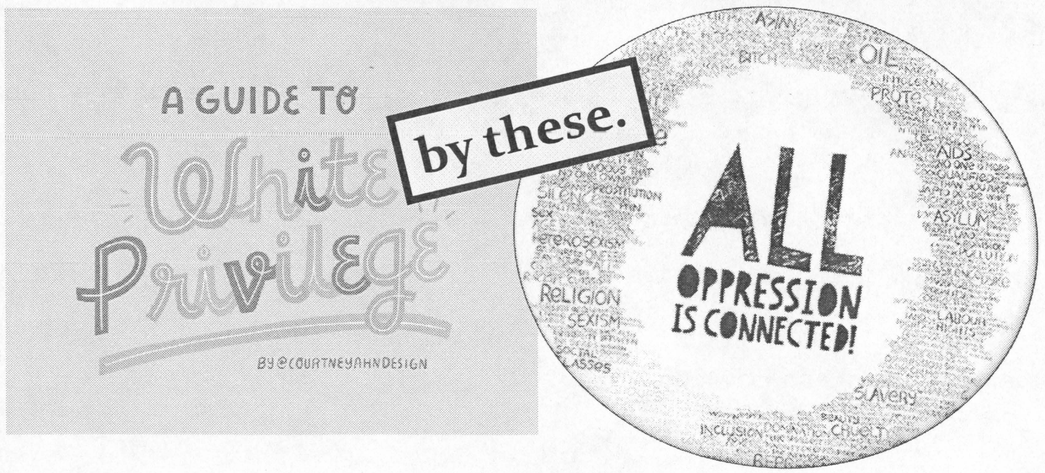
INTERSECTIONALITY refers to the "cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups". (https://www.merriam-webster.com/dictionary/intersectionality) The quest on college campuses to claim oppressed social identities is known as the Oppression Olympics.

The **THEORY OF SOCIAL JUSTICE**, as explained by *American Thinker,* is "the complete economic equality of all members of society. While this may sound like a lofty objective, what it really means is that wealth should be collected by the government and evenly distributed to everyone. In short, social justice is communism."
https://www.americanthinker.com/articles/2010/05/what_exactly_is_social_justice.html

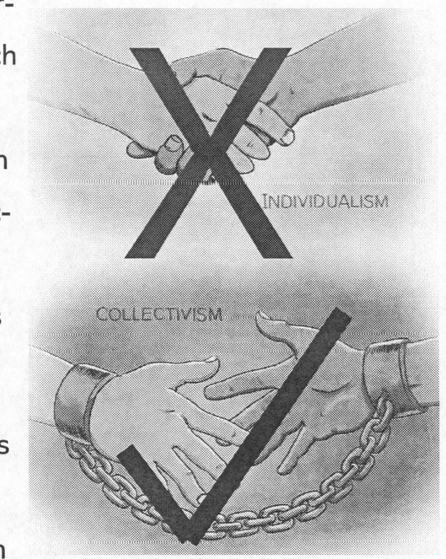
The ideology comprised of Critical Race Theory, Intersectionality, and Social Justice is the basis for describing BLM/Antifa riots as peaceful protests while describing white citizens vandalizing the Capitol building as domestic terrorism. It is the basis for requiring Asian students to score higher than African American students for college admittance.

In the worldview defined by Critical Race Theory, Western Civilization has been tried for racism, found guilty, and is being replaced. Every aspect of life is to be judged by race. Your are either an oppressor or a victim. Young people are enticed to compete for higher levels of oppression.



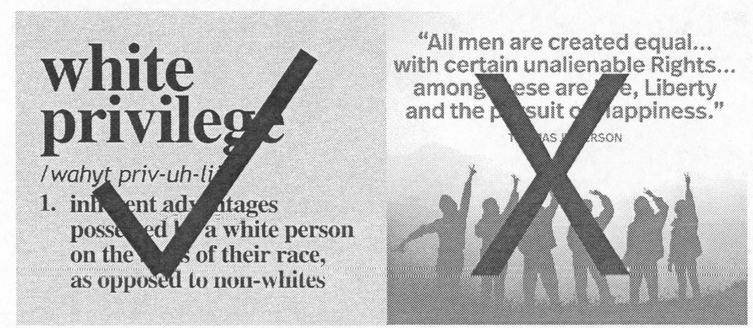


HIGHLIGHTS of the CURRICULUM PROPOSED by the ER9 SOCIAL JUSTICE GROUP



- The school will adopt a culturally responsive curriculum (CRE) that "decolonizes education" which will "empower students as a collective rather than individually so they can critique oppression and build collective active resistance." It "will actively prepare students to disrupt systems of power, which most Barlow community members benefit from and unknowingly perpetuate."

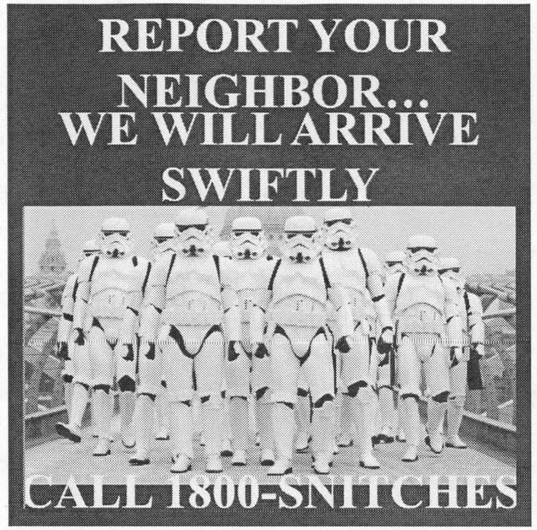
- The school will hold workshops to help students "elevate their critical consciousness" to give them an "understanding of the world and action against oppression."



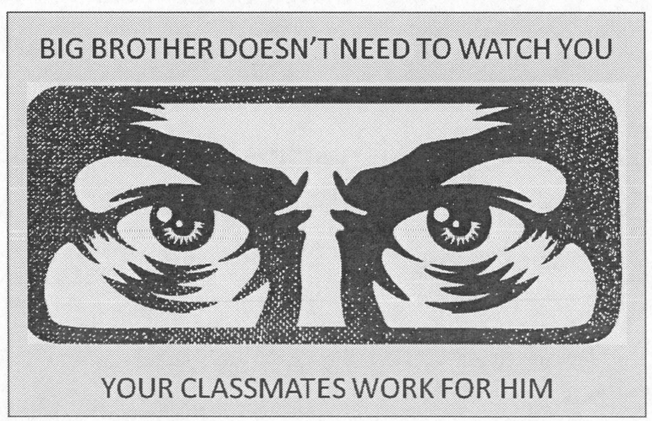
- The faculty and staff will be required to attend mandatory, ongoing anti-racism and intersectionality training.

- Barlow must actively hire BIPOC faculty. BIPOC stands for Black, Indigenous, People of Color. But before BIPOC faculty is hired, white educators will be required to "reflect on their implicit biases and privilege."

- The school will create an anonymous reporting system to enforce a "zero-tolerance stance on racism, sexism, ableism, homophobia, xenophobia, etc." The etc. is not our word, it is the wording of the document, leaving room to increase the number of -isms and phobias that can be anonymously reported. Students will be able to anonymously report concerns about teachers, other students, policies, structures, school climate, etc. Again, the etc. is in the document, leaving room to report others not listed. Would that ever include family members? The staff tasked with responding to this reporting system - it doesn't say who they will be - will be required to take immediate and timely action on these anonymous reports.



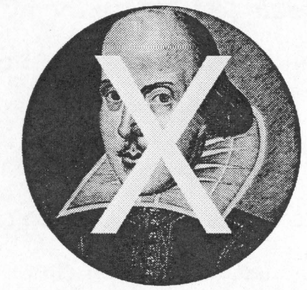
All of these items come from the first third of the document. The remainder of the 52 pages describes in detail what will be required in particular subject curriculum. We have provided some examples on the following 2 pages, and you can read the full plan at http://www.EastonEye.org.



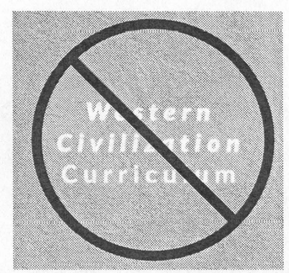
ENGLISH

The English curriculum will prioritize BIPOC (Black Indigenous People of Color) literature over literature that has influenced Western Civilization. The list for teacher reference and professional development includes the following resources:

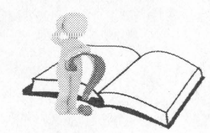
- A Collection of Resources for Teaching Social Justice
- A Guide to Equity and Anti Racism for Educators
- Decolonizing History
- Pedagogy of the Oppressed
- Critical Theory and Educational Practice



SOCIAL STUDIES



The Social Studies curriculum opens with the following statement: "It is essential that the Barlow staff seek to decolonize their social studies curricula. The majority of the current curricula is very whitewashed and centered around Western civilizations and ideals. The very concept of having a course called "Our Western Tradition" is colonial in that it glorifies Western concepts as the pinnacle of society and ignores the legacy of violence, colonization, and racism of the societies studied."



SCIENCE

The section on Science opens with the following statement: "The history of scientific research, especially biological and medical, has deep roots in racism and the exploitation of minorities in the US and elsewhere."

MATH

In Math, "gender binary" math problems, for example any problem referring to boys and girls, will be reworded to use the terms "male-identifying and non-male-identifying."

PERFORMING ARTS

A.R.T.
Disrupt. Decenter. Debunk.
White Supremacist Culture.

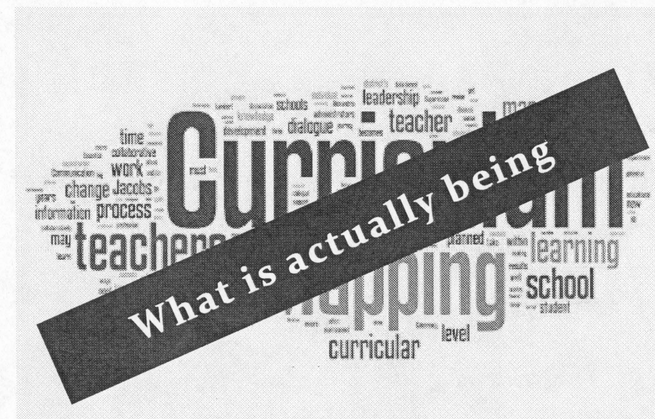
The performing arts curriculum opens with the following statement: "ER9 theater departments must put into practice principles of A.R.T. (anti-racist theater making) created by Nicole Brewer. These theories reckon with the fact that American theater is a structurally racist institution…" (https://www.nicolembrewer.com/ctt)

This is just a sampling of the offensive and dangerous ideas in this action plan. They dramatically and dangerously change, not just what students learn, but how they view the world when they graduate. It should alarm every parent, and indeed every citizen, that our high school graduates embrace these ideas. What does that indicate about the already existing curriculum at Barlow? Is this what is being taught? These ideas have already taken over many of our nation's universities, and the effort to bring them into our public schools is not peculiar to Easton. This is taking place across the nation.

> Give me four years to teach the children and the seed I have sown will never be uprooted.
>
> Vladimir Lenin

THE CURRENT SITUATON: THE ER9 SOCIAL JUSTICE GROUP

The ER9 Social Justice Group, some of whose members authored the 52-page curriculum document described in this pamphlet, states in their literature that group membership is open to "former or current ER9 students and parents". However, they have no official association with the ER9 school district or with the Region 9 Board of Education. Their name is misleading to the public and their message is disturbing. It is alarming that this number of Barlow graduates support the views and actions recommended in the 52– page curriculum document.



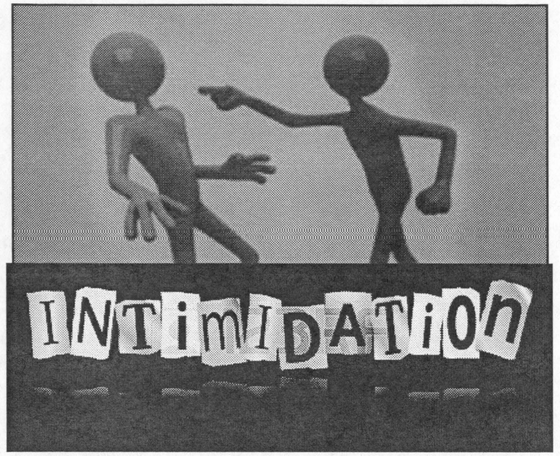
The group currently has an online form offering members an anonymous space to "share encounters with racism, sexism, homophobia, transphobia, ableism, and other forms of hate, violence, and discrimination at ER9 schools." They list nine ways in which they intend to use these anonymous reports.

How does a student graduate from our high school believing that anonymous reporting is a reliable method of seeking truth? Did they all miss the lesson on the right to face your accuser? Was that lesson taught?

The actions of these young people give reason for serious concern about what is being taught in our schools. We need to speak out against the dangerous and divisive behavior of this group and vigorously examine our school curricula to assure that current students are not being indoctrinated with these ideas.

THE CURRENT SITUATON: SCHOOL CLIMATE

Parents report that students with conservative views face a hostile school climate at Barlow and Keller. They are intimidated by fellow students and some faculty members. In one class the teacher allowed students to repeatedly call President Trump a Nazi. On another occasion a student was told he could not do a report on then President Trump.



Rydell Harrison
2d

I thought I had no words...but I found a few.

Trump is not the only person who should take responsibility for today's events. Please search your soul and ask if your words, your silence, your actions or your inaction helped to pave the way for confederate flags to be waved in our nation's Capitol.

If YOU retweeted his foolishness, shouted "lock her up", jumped on board with his "sleepy Joe" narrative, countered with all lives matter, ignored the normalization of racism and sexism, co-signed unfounded conspiracy theories, or chose to "stand back and stand by, DO NOT ACT SURPRISED! You are a co-conspirator who has sided with domestic terrorism.

Our young people need each one of us to do better. DECENCY must be the first step towards being GREAT.

267 43 Comments 45 Shares

Alarmingly, new Superintendent Dr. Rydell Harrison added fuel to the fire with this revealing Facebook post, easily accessible to students. We have been informed that he later apologized, but with some students already experiencing intimidation at Barlow, the damage to school climate and public confidence in his judgement and objectivity is severe. Parents report feeling frozen because they fear any objections they make to the direction of the educational program or complaints they take to the school will bring retribution against their children.

ACTION PLAN

The worldview based on critical race theory, intersectionality, and social justice is now making its way into our town and our public education reaching even our youngest children. This is an urgent call to action. As we have demonstrated, there is evidence that these ideas are already in our schools and a well-organized movement is working to replace the traditional curriculum with one based in Critical Race Theory.

PLEASE GET INVOLVED.

Bring your skills to this battle to save our schools and our way of life.

⇒ Organize parents/citizens to attend all Board of Selectmen, Boards of Education, Curriculum Committee, and DEI Taskforce meetings.

⇒ Contact members of those Boards and Committees with your concerns.

⇒ Participate in public comment at those meetings.

⇒ Go to the school websites, examine the curriculum documents, and bring your specific questions to the BOEs and their curriculum committees.

⇒ Insist on a public review of course curriculum that concerns you.

⇒ Write to the newspapers and speak out at public meetings regarding the issues discussed in this pamphlet that are of concern to you.

Note that public school teachers do not have the same rights as college professors. They are required to teach the approved curriculum and do not have the right to present content through the lens of their own views on politics, religion, or sexuality. To the greatest extent possible, students should be unaware of the personal views of their teachers and administrators. Curriculum documents should be specific for content and materials and both should stress the requirement for objective presentation. School staff violating this principle should be disciplined.

Easton
Town
Hall

Booklet Provided Courtesy of

CITIZENS for RESPONSIBLE GOVERNMENT

"An informed citizenry is the only true repository of the public will."

Thomas Jefferson

Citizens for Responsible Government was founded by Easton resident Bud Jennings over 30 years ago. For many years the group acted as a tax watchdog. In more recent years the mission has broadened and CRG works to protect and sustain the traditional processes of governance in our town by providing accurate information on issues important to Easton citizens.

To view all of the documents mentioned in this pamphlet, as well as earlier editions covering important information about our Town Meeting form of government and other issues facing Easton citizens, visit our website at:

http://www.EastonEye.org

Check back periodically for updates.

To help support the cost of this publication, visit GoFundMe.com and type Citizens for Responsible Government in the search field. Thank you in advance for your kind support.

Important Easton Issues: Get Involved Easton
Fifth Edition, Published February 2021