

Protecting Parental Rights:

How The State is attempting
to undermine parents and
what you can do about it

K-12 Education

By Linda Gorman, senior fellow at the Independence Institute

In the 1980s, economists puzzled by a decline in the growth of U.S. Productivity realized that American schools had taken a dramatic turn for the worse. After rising every year for fifty years, student scores on a variety of achievement tests dropped sharply in 1967. They continued to decline through 1980. The decline was so severe, John Bishop calculates, that students graduating in 1980 had learned “about 1.25 grade-level equivalents less than those who graduated in 1967.”¹ Although achievement levels began to recover in 1980, the recovery has been weak and student achievement has yet to regain 1967 levels.

¹ John H. Bishop, “Is the Test Score Decline Responsible for the Productivity Growth Decline?” *American Economic Review* 79, no. 1 (1989): 178–197.

'No Child Left Behind' has failed

February 13, 2015

- ...the misuse of test scores has had unintended negative consequences, especially for students at high-poverty schools.
- In service to high-stakes “test and punish” threats, schools with the most limited resources have been most likely to cut back on history, art, music and physical education, simply because they aren't covered on standardized tests. Those are the schools where test prep has robbed students of quality one-on-one time with teachers.

<https://www.washingtonpost.com/opinions/no-child-has-failed/>

No Child Left Behind fails to work ‘miracles,’ spurs cheating

Published: March 19, 2015

- NCLB has failed its most ambitious goals, including closing the achievement gap and ushering in evidence-based policy.
- after a careful analysis of National Assessment of Educational Progress (NAEP) data, reveal that the achievement gap, which appeared to be closing *before* these accountability measures, has become stagnant over the last two decades
- UK-based Pearson “has reaped the benefits,” as Stephanie Simon reports: “Half of its \$8 billion in annual global sales comes from its North American education division.” A Software & Information Industry Association report reveals that testing and assessment products – which include software, digital content and related digital services – have increased by 57% since 2012-2013.

<https://theconversation.com/no-child-left-behind-fails-to-work-miracles-spurs-cheating>












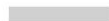
The Nation's Report Card

SELECT JURISDICTION:

SELECT RESULT:

New Jersey

At or above *NAEP Proficient*

PERCENTAGE OF STUDENTS AT OR ABOVE <i>NAEP Proficient</i>			
2019	Grade 4	Grade 8	Grade 12
 MATHEMATICS	 48	 44	 33
 READING	 42	 43	 41
 SCIENCE	 39	 35	 —

How are the NJ Education Authorities Responding to this Crisis in Education?

An NJEA-sponsored Event - Teaching Is Political: Advocating and Organizing for Social Change 2022 Summer Collaborative

In July 2022, the **Radical Pedagogy Institute** will host its second Summer Collaborative, Teaching is Political: Advocating and Organizing for Social Change. Twenty New Jersey area educators will be invited to gather for four days to research issues related to the current political landscape as it pertains to education (e.g., critical race theory bans, teacher shortage, trans sport bans, voter suppression), learn organizing strategies to fight injustice...

[2022-summer-collaborative/](#)

A Push to ‘Trans the Kids’

New Jersey Schools will change your child’s gender, name and even clothes upon entering the school without your consent or knowledge. It is actually written in the New Jersey Department of Education’s “Transgender Student Guidance for School Districts” documentation. This policy is currently in effect throughout countless NJ public schools. And even has been a policy for the past 7 years in certain deep blue districts.

How do they have the right to do this? Title IX.



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

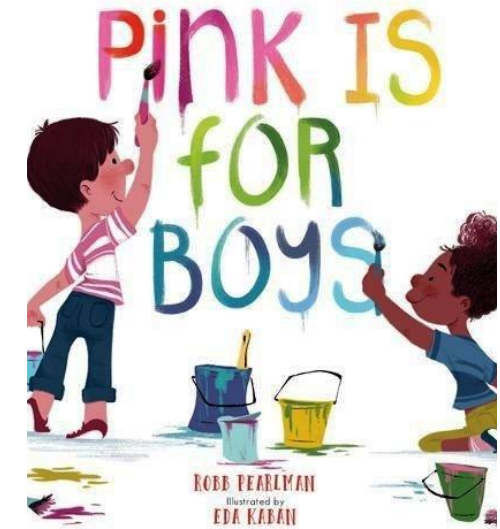
2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

By the end of grade 2:

- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

Woodbridge BOE-Approved...

Pink is for boys... and girls... and everyone! This timely and beautiful picture book rethinks and reframes the stereotypical blue/pink gender binary and empowers kids – and their grown-ups – to express themselves in every color of the rainbow. Featuring a diverse group of relatable characters, *Pink Is for Boys* invites and encourages girls and boys to enjoy what they love to do, whether it's racing cars and playing baseball, or loving unicorns and dressing up.



5. That the Board of Education approve payment not to exceed \$15,315.3 Learning, Inc., for Gale in Context: Opposing Viewpoints for students in grad 2022-2023 school year.

6. That the Board of Education approve payment not to exceed \$93,853 Education Company for the modified Language Arts program for ELLS. (Payroll Account # 20-245-100-600-00-F-00-00.) (Additional quotes received.)

7. That the Board of Education approve the following supplemental books for the program:

<u>AHA HeartSaver – First Aid/CPR/AED</u> Gustavo E. Flores First American Heart Association	2021	Health Grade 11
<u>The 2022 New Jersey Driver Manual</u> State of New Jersey		Health Grade 10
<u>What I like about Me</u> Allia Zobel Nolan Printers Row Publishing 100 Front Street Riverside, NJ 08075	2005	Health K
<u>The Crayon Box that Talked</u> Shane DeRoif & Michael Letzig Random House Books for Young Readers 1745 Broadway New York, NY 10019	1997	Health K
<u>Pink is for Boys</u> Robb Pearlman Hachette Book Group 1290 Avenue of Americas New York, NY 10104	2018	Health K
<u>Lily's Purple Plastic Purse</u> Kevin Henkes William Morrow & Company, Inc. 1350 Avenue of Americas		Health K

And if you object...

There may be instances where a parent or guardian of a minor student disagrees with the student regarding the name and pronoun to be used at school and in the student's education records. A parent or guardian may object to the minor student's name change request. School districts should consult their board attorney regarding the minor student's civil rights and protections under the NJLAD.

Staff should continue to refer to the student in accordance with the student's chosen name and pronoun at school and may consider providing resource information regarding family counseling and support services outside of the school district.”

Transgender Student Guidance for School Districts

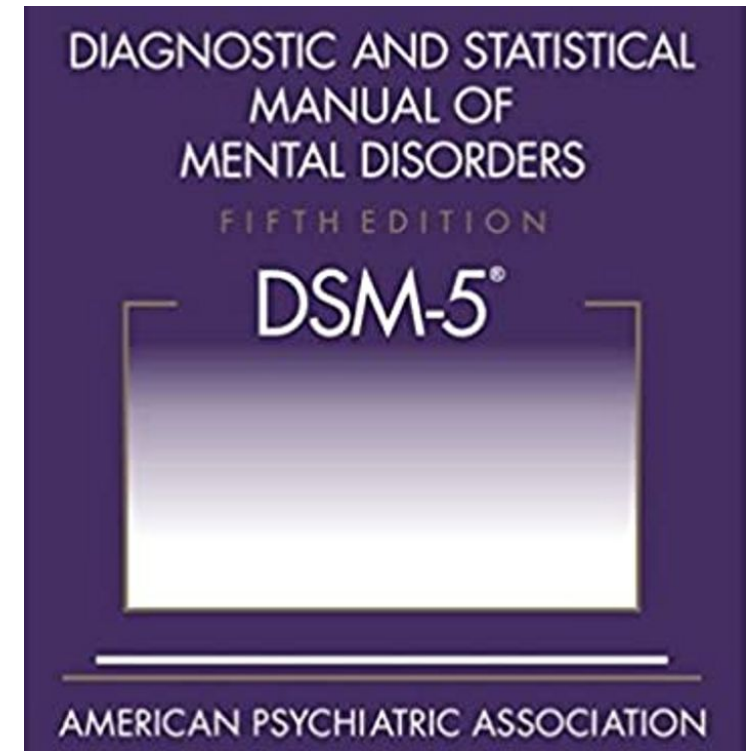
D - DSM-5

[...the Politics of Diagnosing Transpeople]

[Zowie Davy](#)¹

Abstract

In the DSM-5, there has been a change in the diagnosis for transpeople of all ages from Gender Identity Disorder (GID) to Gender Dysphoria (GD), in part **to better indicate the distress** that transpeople may experience when their gender identity feels incongruent. The Workgroup for Sexual and Gender Identity Disorders, chaired by Kenneth J. Zucker, was employed by the American Psychiatric Association (APA) to update the DSM-5's GID diagnosis reflecting contemporary scientific knowledge. Additionally, in a pre-publication report to the APA, members of the Workgroup suggested that they would also be concerned with the **destigmatization** of transpeople **while preserving a diagnosis that medical insurance companies would accept for issuing payments for transitioning treatments** (Drescher, 2013).



WHO WE ARE

We are a group of parents whose children have suddenly—seemingly out of the blue—decided they identify strongly with the opposite sex and are at various stages in transitioning. This is a new phenomenon that has only recently been identified. Researchers are calling it Rapid-Onset Gender Dysphoria (ROGD), and it is epidemic among our most vulnerable youth.

Our children are young, naïve and impressionable, many of them are experiencing emotional or social difficulties. They are strongly influenced by their peers and by the media, who are promoting the transgender lifestyle as popular, desirable and the solution to all of their problems. And they are being misled by authority figures, such as teachers, doctors and counselors, who rush to "affirm" their chosen gender without ever questioning why.

are the parents of ROGD kids

We are skeptical of the current Standard of Care, the "Affirmative Approach," which only seems to confirm and solidify our children's misguided, externally-influenced sense of self.

And we are horrified at the growing number of young people whose bodies have been disfigured, their physical and mental health destroyed by transitioning, only to discover—too late—that it did little to relieve their dysphoria.

Please read [our stories](#). See the devastating impact ROGD has had on our children and our families.

Who is “No Left Turn in Education”?

Our Vision

A future education where appreciation of American founding principles is fostered, family values are preserved, and every individual can **pursue truth, virtue, beauty, and excellence** .

Our Mission

To revive in American education the fundamental discipline of **objective thinking** by educating, empowering, and engaging students, parents, and community, **emphasizing the role of the parent** as the primary custodian and authority of their child.

What's the end-game of the radical left?

“Every child in America entering school at the age of five is insane because he comes to school with certain allegiances to the Founding Fathers, towards his parents, towards our elected officials, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It's up to you, teachers, to make all these sick children well by creating the international child of the future.”

– [Chester Middlebrook Pierce](#) of the Department of Educational Psychiatry at Harvard, speaking in 1973 to 2,000 teachers attending the Child International Education Seminar in Denver, Colorado

The means to an end...

Sadly, indoctrination resistance is now part of going back to school so you must stay vigilant and teach your children personal boundaries.

Lesson plans about “social identity,” which may be called **Social-Emotional Learning** (SEL), Critical Race Theory, cultural competency, or other names, **obliterate the personal boundaries of children in order to break down kids emotionally** and build them back up as social justice activists. The process involves **forging emotional bonds** to influence children to become political proteges of the teachers and peers that emotionally manipulated them.

<https://intellectualtakeout.org/2022/08/how-to-protect-your-children-from-the-wokeness-ripping-through-schools/>

29%:

Students who feel like their school provides a supportive, encouraging environment

83%:

Students who made academic gains when participating in an SEL program with an academic component

11%:

Average gained on standardized tests by participating in an SEL program

SEL programs improve behavior & attitudes toward school and prevent substance abuse.

11%:

Average increase in GPA for participants in one SEL program

By the end of grade 5...

- 2.1.5.SSH.1: Describe gender role stereotypes and their potential impact on self and others.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

What qualifies a teacher to talk about and counsel your children on such intimate topics such as romantic feelings and sexuality?

By the end of grade 8...

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

Is this sex education or sexualization?

The old and the new...

Old Sex Ed

Promoted abstinence...

- S.T.D.'s – eeeew!
- Pregnancy – before abortion as birth control – had to deliver babies!

New Sex Ed

Promotes sex...

- Demystify – no fear of the unknown
- Destigmatize – no judgment – slippery slope; anything goes...

What is DEI?

Diversity:

Acknowledges **all the ways people differ**: race, sex, gender, age, sexual orientation, disability, socioeconomic status, religious beliefs, and more.

Equity:

We live in **a disproportionate society**, and equity tries to correct its imbalance by creating more opportunities for people who have historically had less access.

Inclusion:

Is about **diversity in practice**. It's the act of welcoming, supporting, respecting, and valuing *all* individuals and groups.

<https://www.inclusionhub.com/articles/what-is-dei>

“The route to achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone justly according to their circumstances.”

—Paula Dressel, *Race Matters Institute*¹

What is racial equity?

Racial equity is corrective justice for communities that have suffered oppression through enslavement (African Americans), genocide (Native Americans), colonization (Puerto Rico and Hawaii), and theft of territory (Mexican Americans).

According to Bensimon, equity seeks reparation for those who are denied the same opportunities as whites due to a long history of legislated (e.g., Jim Crow) and institutionalized racism (e.g., definitions of merit that advantage whites).

In education, teachers and administrators may not realize there is an equity problem because of the biases that exist in their education, training and upbringing. This can affect student outcomes, teacher performance, curriculum, admission practices and more.

Equity focuses on “dismantling whiteness.” Whiteness is a culture of values that favor white people at the expense of others. In education, it prevents historically marginalized students from reaching their potential, and professionals from advancing in their career.

DEI in Woodbridge Schools...

DEI Reporting Form

The Woodbridge Township School District is committed to diversity, equity, and inclusion (DEI). Use this form to share questions, comments, or concerns relative to issues of DEI at a District location. This form may be submitted anonymously. You do NOT need to be signed in to Google to submit. However, please make sure to include your name and email address if you would like to be directly contacted about the matter.

Email address (not shared) [Switch account](#)

* Required

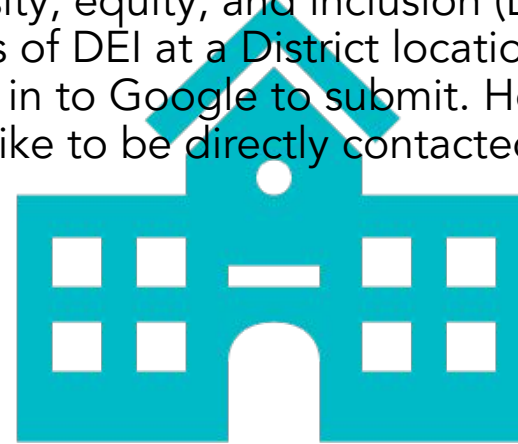
Which district location are you writing about? *

Choose

Please state your questions, comments, or concerns relative to diversity, equity, or inclusion at the location specified above. If you wish to be contacted about the matter, please include your name and email address in the fields below. *

Your answer

Full Name (Optional)



Inequitable Outcomes prove racism???

Congress commissioned the Equality of Educational Opportunity Study as part of the 1964 Civil Rights Act. The report — colloquially known as the Coleman report after its lead author James S. Coleman — unveiled two major surprises.

In the fall of 1965, Coleman and his team collected data from 4,000 schools, 66,000 teachers and almost 600,000 first, third, sixth, ninth and 12th graders — one of the largest stand-alone testing and survey efforts ever undertaken in U.S. schools.

Where differences among schools serving black and white students did exist — these differences explained little in terms of student achievement, once other factors were taken into account.

Instead, it was family background — specifically, parental income and education, wealth, and aspirations for their children — that proved a strong influence on student test scores, along with students' peers.

<https://www.chalkbeat.org/2016/7/13/21103280/50-years-a-go-one-report-introduced-americans-to-the-black-white-achievement-gap-here-s-what-we-ve-le>

Robert Woodson and Ian Rowe argue that critical race theory (CRT) has no place in our schools because it distracts attention from learning the skills that make an individual successful.

They write, "Our biggest problem today isn't the achievement gap between Black and white students; it's the distance between current illiteracy rates among all students and true academic excellence."

They're right. Our government-run schools do a lousy job for many students, regardless of race. Adding in CRT propaganda won't help students at all.

It will make some of them angry at being called part of the class of oppressors and,

it will make others even less inclined to study than ever because they're told that the country is hopelessly racist, making it impossible for them as individuals to advance.

Woodson and Rowe point out that a century ago, when actual racists such as Woodrow Wilson were in charge, many blacks did well in school and used their learning to climb the economic ladder.

Critical Race Theory Distracts from Widespread Academic Underachievement | Opinion

BOB WOODSON AND IAN ROWE
ON Newsweek 9/17/21 AT 6:30 AM EDT

The use of statistics...

Federal Reserve Survey 2019

- Median black household was worth (gross assets less liabilities) \$24,000
- Median white household was worth \$188,000, thus *a black-white wealth gap of \$164,000*
- Proof of wealth inequality and America's legacy of **racial oppression**, right?

Survey of Consumer Finances 2019

- Median net worth of two-parent, college-educated black family is \$219,600
- Median net worth of white, single-parent household is \$60,730
- **When family structure and education are included**, black-white wealth gap flips to \$158,870 *in favor of blacks over whites*

Agency, Ian V. Rowe; pp. 26, 28



Agency

THE FOUR POINT PLAN (F.R.E.E.)
for ALL CHILDREN to OVERCOME the
VICTIMHOOD NARRATIVE
and DISCOVER THEIR PATHWAY
to POWER

Ian V. Rowe

Agency

In the end, Rowe's framework is a call for commitment. People don't thrive by getting what they want. We thrive by being what others need.

Only by living our lives embedded in commitments to family, religion, schooling, work, community, country, can we really become what we are capable of being.

Narratives of narcissism and narratives of victimhood both seek to distract us from the possibility of such flourishing and persuade us that there is nothing we can do.

A recovery of agency would show us that there is not only something we can do, but something we *should* do...

Action Plan –
what will *you*
do next?



Timeless lesson...

