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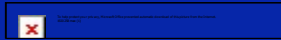
**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Thursday, May 20, 2021 3:15 AM  
**To:** Spearman, Molly  
**Subject:** Bus Driver Shortages Worsening for Many Districts as Schools Reopen

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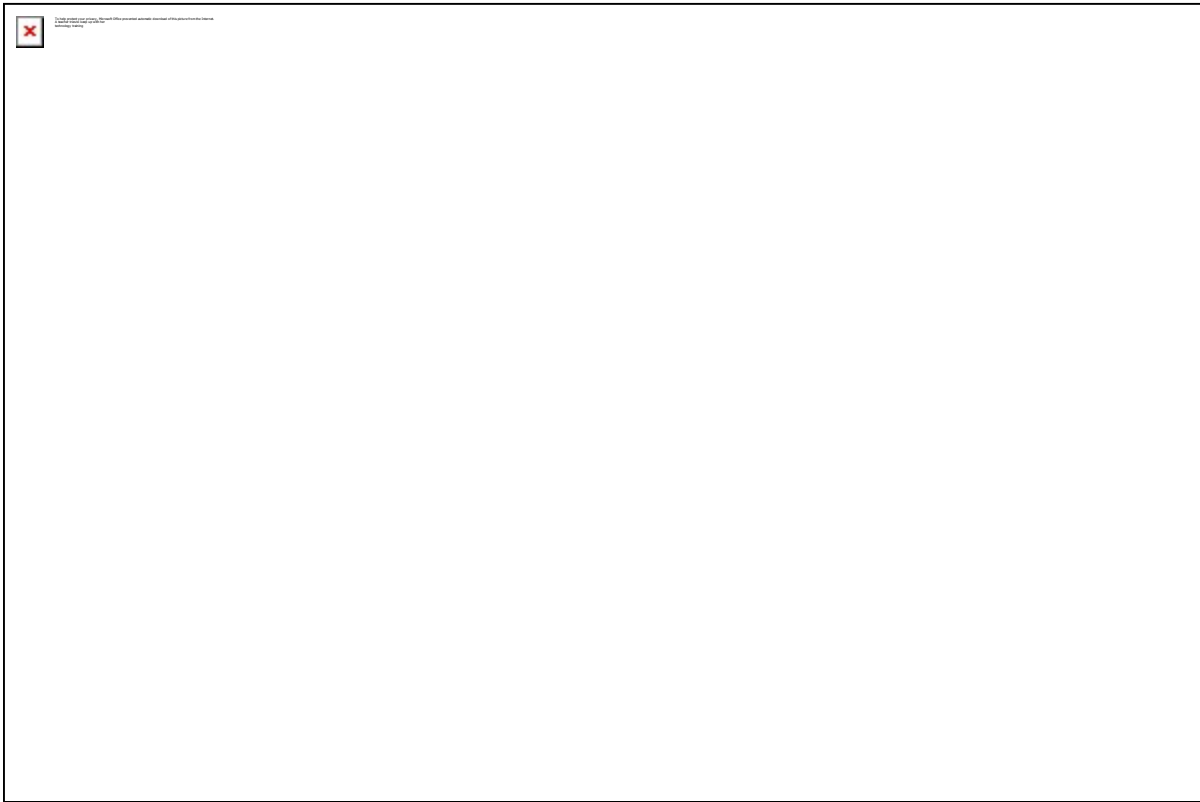
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YOUR DAILY EDUCATION NEWS AND INSIGHT - MAY 20, 2021



# EdWeek Update



TEACHER PREPARATION

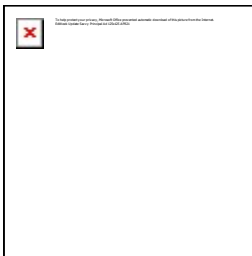
# Remote Learning Is Changing Schools. Teacher-Preparation Programs Have to Adjust

For schools to leverage lessons learned during the pandemic, new teachers need better training on how to work in online environments.

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### Help students with dyslexia thrive

Signs of dyslexia can be seen as early as kindergarten and early intervention can powerfully affect long-term reading outcomes. Check out NWEA's eBook for myth-busting best practices, smarter strategies, and how the MAP Reading Fluency Dyslexia Screener can support early instruction. [Download Now](#)

## Bus Driver Shortages Worsening for Many Districts as Schools Reopen

A perennial problem gets worse as districts across the country struggle to find enough drivers to get all their students back to school.

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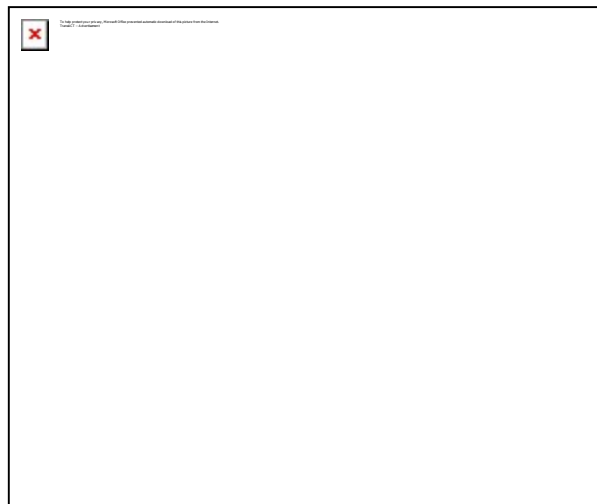
## See the Hundreds of Pet Projects for Schools and Students Federal Lawmakers Want to Fund

For the first time in years, members of Congress can push for local spending "earmarks." And there's plenty on the list for K-12.

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# 'Divisive' or 'Necessary'? Comments on Grant Priorities Show Divide on Teaching About Race

Thousands of comments on a history education grant proposal appear to have been submitted through a group that opposes "woke" education.

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## EDUCATION

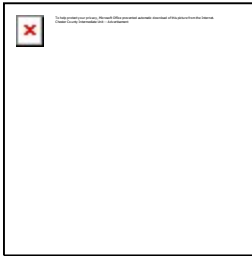
# Teacher Disarmed School Shooter, Hugged Her Until Help Came

Teacher Krista Gneiting calmly disarmed the girl who opened fire in an Idaho middle school, hugging and consoling her until police arrived.

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### West Chester Area SD Seeks Asst Supt

The West Chester Area School District seeks a dynamic individual with integrity, visionary leadership, superior communication skills, and outstanding administrative ability for the position of Assistant Superintendent. This administration position will be available on August 14, 2021 due to the appointment of the assistant superintendent as the new superintendent. [Apply now](#)

## EDUCATION

# Superintendent Fighting to Keep His Job and License in Dispute Over School Reopening

The leader of Iowa's largest school system has faced criticism as he tried to educate children while keeping them safe amid the pandemic.

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# How the Failure of the Common Core Looked From the Ground

Steve Peha shares insights from his on-site professional-development work about why the common core failed, in a guest letter to Rick Hess.

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# Group Seeks Federal Probes Into Schools That Pledge to Address Systemic Racism

Parents Defending Education, a group critical of anti-racism and "woke" education, says such district efforts may violate federal law.

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STUDENT WELL-BEING, EXPLAINER

# Can Schools Require Students to Get COVID-19 Vaccines, and Will They?

As younger children qualify for COVID-19 vaccines, health experts wonder if families will opt out of the vaccine if it's not required.

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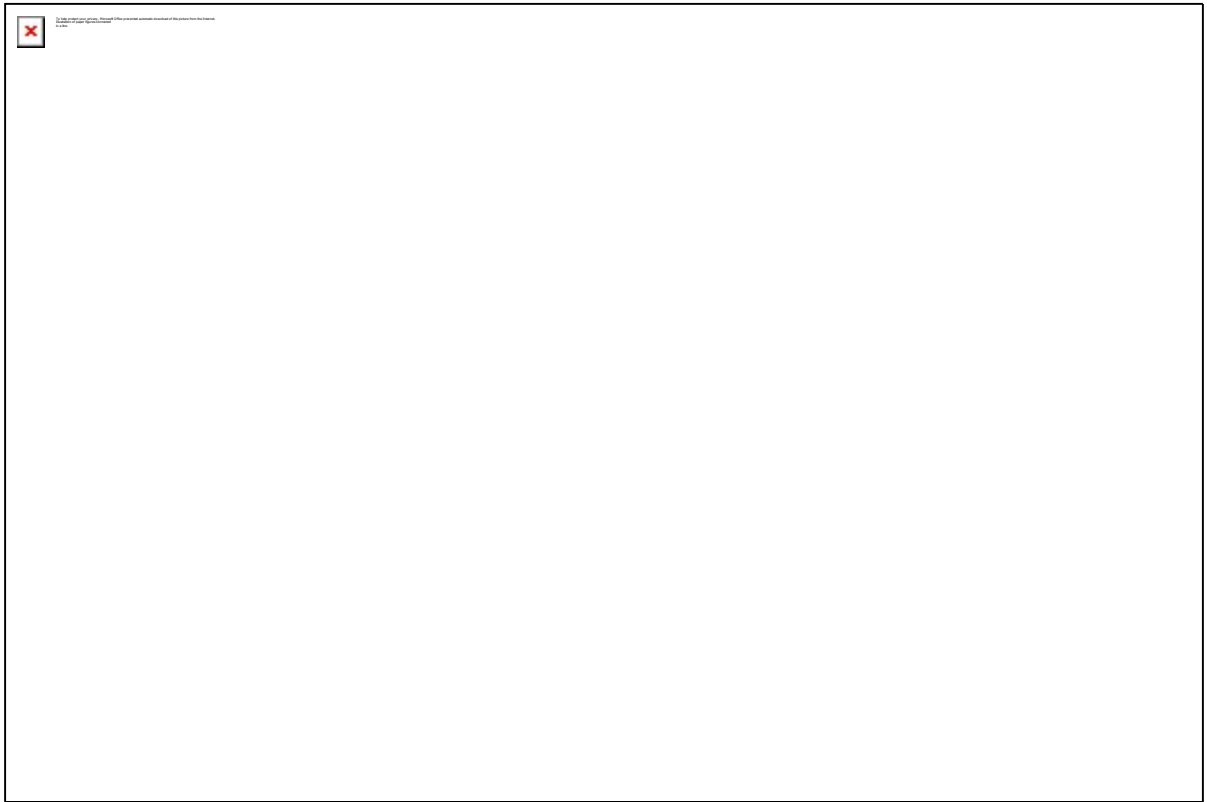


WEEKLY NEWS AND RESOURCES FOR TEACHER LEADERS - MAY 20, 2021



# Teacher Update





TEACHING PROFESSION, OPINION

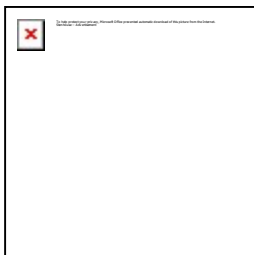
# I Started Teaching During the Pandemic. Here's What I Learned

What's it like launching a teaching career over Zoom? Kindergarten teacher Alicia Simba reflects on an unusual first year in the profession.

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## Use Text Sets to Ignite Curiosity

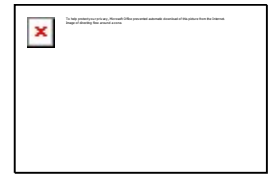
Get *Text Sets in Action* by Mary Ann Cappiello and Erika Thulin Dawes and discover how exploring topics through multiple texts—books, articles, websites, videos, art, etc.—can achieve lasting understanding and a true passion for discovery. [Order today.](#)

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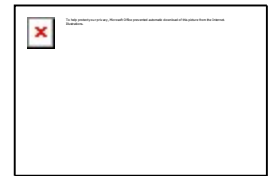


EQUITY & DIVERSITY, EXPLAINER

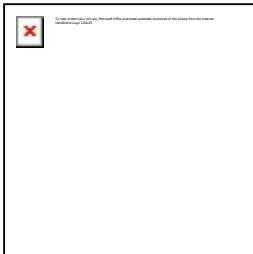
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Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept—and how it's portrayed in political circles.

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### LAUSD Keeps Learning Hands-On During the Pandemic

Like so many other districts around the country, Los Angeles Unified School District (LAUSD) has faced some challenging circumstances this school year! LAUSD came to hand2mind looking for resources to create hands-on learning opportunities that would enable them to keep their Primary Promise to their community. [Download whitepaper](#)

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## Cash for Shots? Districts Take New Tacks to Boost Teacher Vaccinations



In order to get more school staff vaccinated, some district leaders are tempting them with raffles, jeans passes, and cash.

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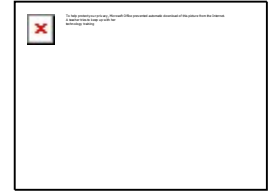


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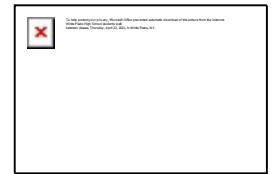


STUDENT WELL-BEING, EXPLAINER

## What Does the CDC's New Mask Recommendation Mean for Schools?

The CDC says that schools should maintain "layered mitigation strategies," including mask wearing, for the rest of the school year.

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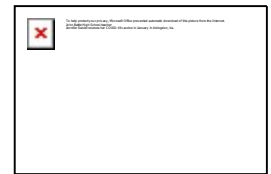


TEACHING, FROM OUR RESEARCH CENTER

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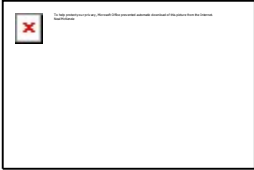


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Teachers of students with visual disabilities struggle to provide 3-D instruction in a two-dimensional remote learning environment.

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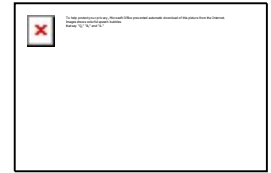
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## Students' Questions Can 'Drive Their Learning'

Four educators provide advice on how teachers can equip students with tools to support their asking open-ended & relevant questions.

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## How to Help Students Stop Procrastinating

Want kids to look forward to studying? Teach them how to link something enjoyable with it.

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SCIENCE, OPINION

## Effective Science Learning Means Observing and Explaining. There's a Curriculum for That

Researchers say grappling with problems beats out traditional approaches.

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INTERNATIONAL, OPINION



# Why Other Countries Keep Outperforming Us in Education (and How to Catch Up)

Money from the American Rescue Plan could be our last chance to build the school system we need, writes Marc Tucker.

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## How the Failure of the Common Core Looked From the Ground

Steve Peha shares insights from his on-site professional-development work about why the common core failed, in a guest letter to Rick Hess.

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**From:** Nilges, Katie  
**Sent:** Thursday, May 20, 2021 9:56 AM  
**To:** Brown, Ryan; Mathis, David  
**Subject:** FW:

Have either of you heard of this survey?

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**From:** Donna Barton <DonnaBarton@scsenate.gov>  
**Sent:** Thursday, May 20, 2021 9:54 AM  
**To:** Nilges, Katie <knilges@ed.sc.gov>  
**Subject:**

Katie,

We have received some questions about a survey Richland 2 is sending parents. In the letter it indicates it is a “equity and inclusion survey” that will be given to parents AND students. It seems there may be separate versions for parent/student. We would like a copy of both survey’s. Could you facilitate that please?

I feel like this is going to be an ongoing problem this year with the CRT buzz out there, it brings out a lot of emotion and passion.

Thank you,  
Donna

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**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Friday, May 21, 2021 5:17 AM  
**To:** Spearman, Molly  
**Subject:** No, It Isn't Racist to Teach Anti-Racism (Opinion)

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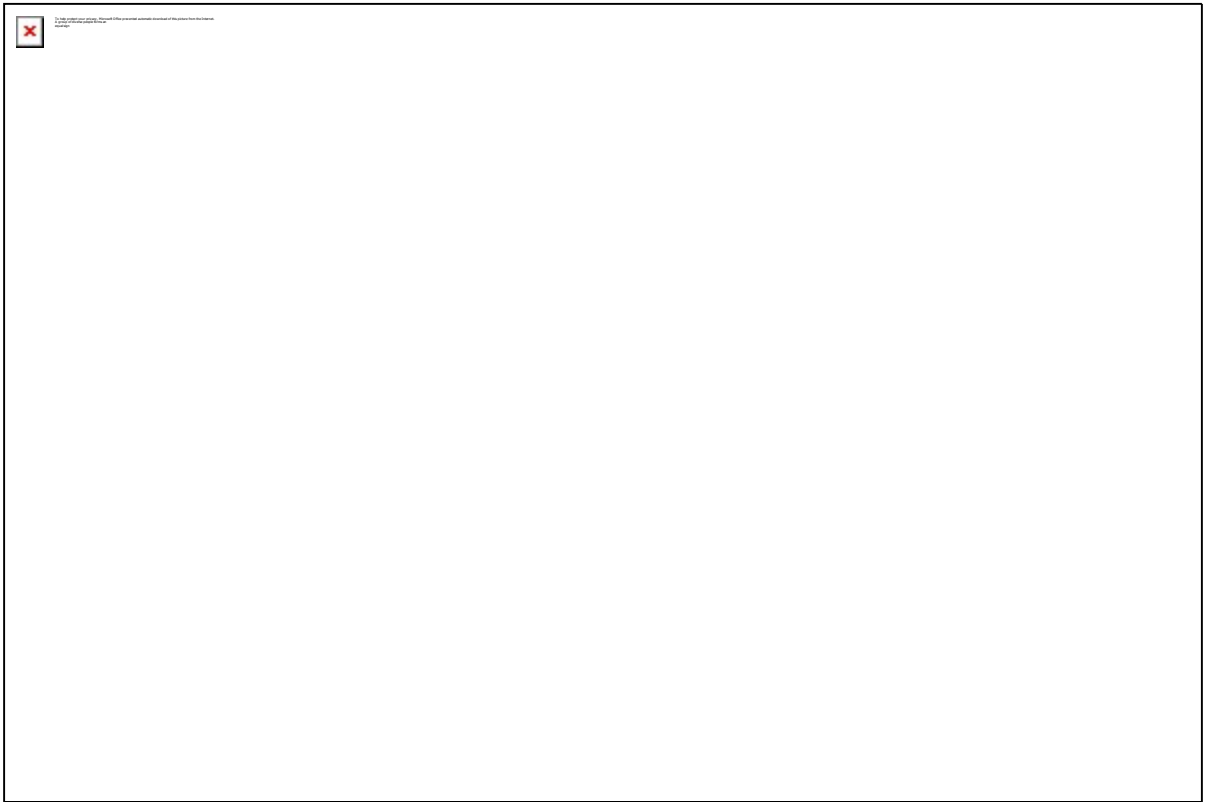
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# EdWeek Update



EQUITY & DIVERSITY, OPINION

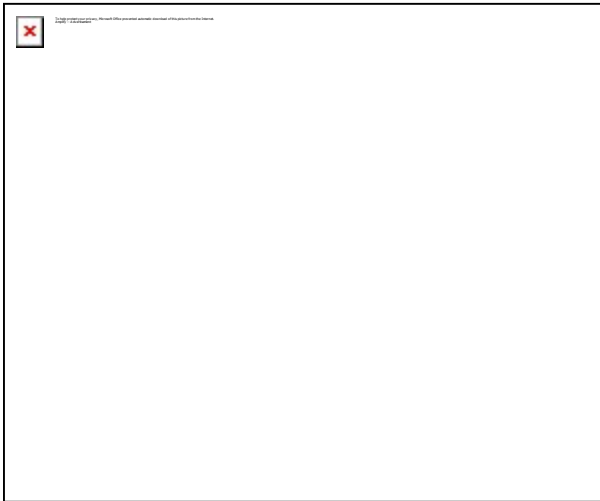
# No, It Isn't Racist to Teach Anti-Racism

Here's what critics of anti-racist education need to understand.

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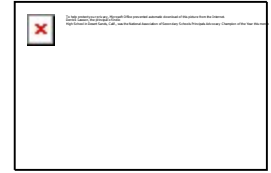


LEADERSHIP

## This Principal Is an Unabashed Advocate. Here's How That's Helping Students

Principal Derrick Lawson relentlessly fought for broadband access, food, and other services for students whose families have been hit hard in the pandemic.

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CLASSROOM TECHNOLOGY

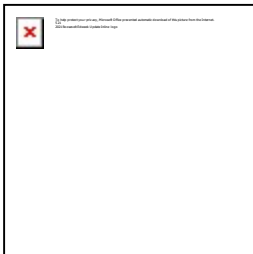
## Lessons Learned From Teachers About How to Develop New Technology Skills

Two teachers who learned new technology skills during the pandemic share how they think schools should rethink professional development.

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### Roosevelt UFSD Asst Supt for HR & PD

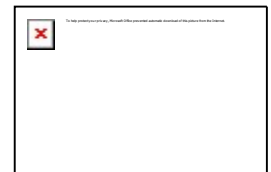
Roosevelt Union Free School District, Roosevelt, NY, seeks Assistant Superintendent for Human Resources and Professional Development. [Apply now](#)

MARKETPLACE K-12

## Elon Musk Donated \$20M to Texas Schools Near SpaceX. How Are Districts Spending It?

The entrepreneur's donation is supporting schools in a county along the Mexican border that has provided tax breaks for his company, SpaceX.

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EDUCATION

# Student's Arrest for Racist Post Sparks Free Speech Debate

Free speech groups are calling the arrest of a Connecticut high school student an unusual move by police that raises First Amendment issues.

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Want kids to look forward to studying? Teach them how to link something enjoyable with it.

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# Educators We've Lost to the Coronavirus

As of May 19, 2021, at least 944 active and retired K-12 educators and personnel have died of COVID-19. Of those, 268 were active teachers.

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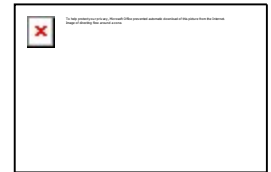


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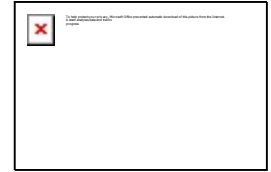
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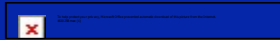
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**Sent:** Friday, May 21, 2021 6:00 AM  
**To:** Spearman, Molly  
**Subject:** How to Fix 7 Fatal Flaws in Tech Professional Development

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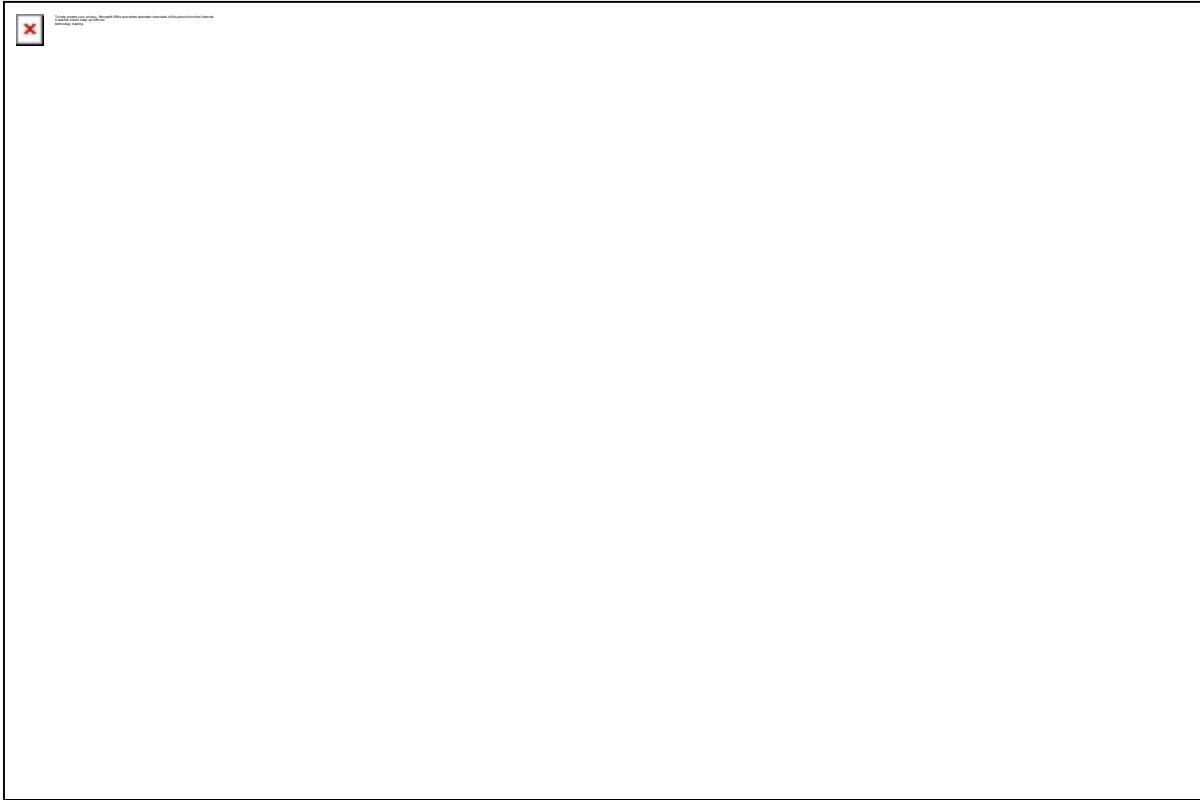
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STRATEGIES AND SOLUTIONS FOR ED-TECH LEADERS - MAY 21, 2021



# EdWeek Tech Leader



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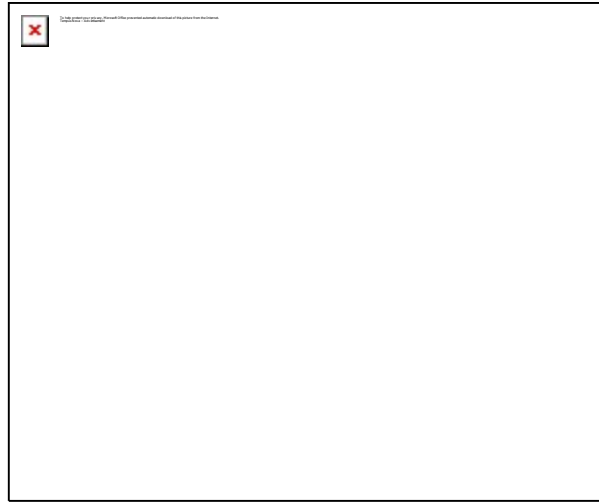
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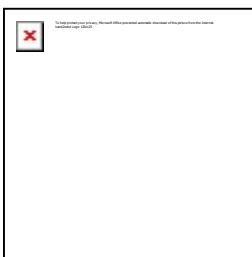


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### Engaging Students through Hands-On Learning During the Pandemic

In this whitepaper, we'll focus on the Los Angeles Unified School District (LAUSD), the challenges they faced, and highlight the partnership between LAUSD and hand2mind to create resources that foster and encourage hands-on learning opportunities that would enable LAUSD to keep their Primary Promise to their community. [Download whitepaper](#)

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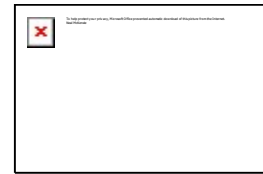
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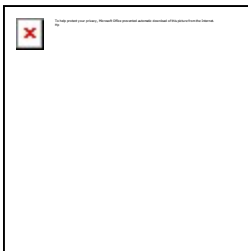
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**To:** Spearman, Molly  
**Subject:** 7 Top Stories: Critical Race Theory | Stress, Anxiety, Initiative Fatigue | Tech PD



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3. [Group Seeks Federal Probes Into Schools That Pledge to Address Systemic Racism](#)
4. [Stress, Anxiety, Initiative Fatigue... Oh My! Perhaps It's Time to 'De-Implement'? \(Opinion\)](#)
5. [Teacher Disarmed School Shooter, Hugged Her Until Help Came](#)
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**From:** Brown, Ryan  
**Sent:** Friday, May 21, 2021 10:55 AM  
**To:** Spearman, Molly; Traywick, Laurie; Nilges, Katie; Mathis, David; Payne, John R  
**Subject:** CRT Letters  
**Attachments:** E7CB24C738A7323B164BF427BB79EDAA.5.19.21-critical-race-theory-comment.pdf; DOE Letter.pdf

All,

I am attaching a letter written to Secretary Cardona from SC Congressmen Wilson, Rice, Timmons, and Norman regarding CRT. I am also attaching a letter sent to Cardona from 20 Attorneys General include SC AG Alan Wilson (current head of Republican Attorney General Association).

David/John – Molly had a call yesterday with the CCSSO Board to discuss Critical Race Theory. A lot of this discussion hinges on a [rule the Biden Admin.](#) put out regarding use of a few ESSA grants (listed below). If we could check if SC has received this grant funding and how it is being used, that would help guide our next steps.

- Section 6661 provides that the Secretary of Education “is authorized to carry out an American history and civics education program to improve – 1) the quality of American history, civics, and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights; and 2) the quality of teaching of American history, civics, and government in elementary and secondary schools, including the teaching of traditional American history.
- Section 6662 establishes two grant programs. One is called the Presidential Academies for the Teaching of American History and Civics, which provides grants for seminars or institutes for teachers of American history and civics. The other is called the Congressional Academies for Students of American History and Civics, which provides grant funds to offer seminars or institutes for high school students of American history and civics.
- Section 6663 provides grant funding for the purpose of developing, implementing, and disseminating evidenced-based approaches or professional development programs in American history, civics, or geography. The purpose of the grants is “to promote new and existing evidence based strategies to encourage innovative American history, civics, and government, geography instruction . . . .”

Best,

Ryan

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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Congress of the United States  
Washington, DC 20515

May 19, 2021

The Honorable Miguel Cardona  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Cardona,

The Biden Administration's proposed rule injects toxic politics into civics and history education. The rule directly promotes the "1619 Project", a racially divisive and revisionist account of history. The "1619 Project" has been widely criticized by historians including James McPherson, and Gordon Wood, both leaders in the field.

America is built on the fundamental belief that all people are created equal. We live in the land of opportunity. While it is important to acknowledge and study America's historical failings, this rule would promulgate the false narrative that America is an irredeemably racist country. The "1619 Project" and Critical Race Theory divides society into oppressor and oppressed classes based on their race. Promoting this flawed understanding of history and society in our schools would divide our students along racial lines and undermine the principal bond that unites us as Americans: the belief that people should be judged on the content of their character not the color of their skin.

We must ensure that America's youth have an accurate understanding of civics and American history teaches them about our many successes, but also acknowledges our shortcomings. Most importantly, students should be equipped with the ability and positive motivation to make our society better for all. The "1619 Project" and Critical Race Theory fixate only on past flaws and do not offer a positive vision for a better future. Race should not be used as political weapon to divide and conquer.

It is time for Washington to come together in a bipartisan manner to strengthen the civics education and the study of American history in schools. This rule would implement partisan and divisive radical propaganda in the curriculum. The American people do not want to be further divided. This proposed rule incites distrust and deepens the political divide. We urge you to reconsider it and work to unite our divided nation around a positive, shared vision for the future.

Sincerely,



Tom Rice  
Member of Congress



Joe Wilson  
Member of Congress



Williams Timmons  
Member of Congress



Ralph Norman  
Member of Congress



STATE OF INDIANA

**OFFICE OF THE ATTORNEY GENERAL**

**TODD ROKITA**  
INDIANA ATTORNEY GENERAL

INDIANA GOVERNMENT CENTER SOUTH, FIFTH FLOOR  
302 WEST WASHINGTON STREET ● INDIANAPOLIS, IN 46204-2770  
www.AttorneyGeneral.IN.gov

TELEPHONE: 317.232.6201  
FAX: 317.232.7979

May 19, 2021

United States Department of Education  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

*Re: Comments on Proposed Priorities – American History and Civics Education Docket  
ID ED-202100ESE-0033*

Dear Secretary Cardona:

As the chief legal officers of our respective states, we write to express our deep concerns with the proposed priorities recently issued by the United States Department of Education (“Department”). The proposed priorities are a thinly veiled attempt at bringing into our states’ classrooms the deeply flawed and controversial teachings of Critical Race Theory and the 1619 Project. Critical Race Theory (“CRT”) is an ideological construct that analyzes and interprets American history and government primarily through the narrow prism of race. Similarly, the 1619 Project seeks to “reframe the country’s history.”<sup>1</sup> As such, it distorts, rather than illuminates, a proper and accurate understanding of our nation’s history and governmental institutions and, therefore, is fundamentally at odds with federal and state law.

Accordingly, the Department should not adopt the proposed rule or, at a minimum, should make clear that grants may not fund projects that are based on CRT, including any projects that characterize the United States as irredeemably racist or founded on principles of racism (as opposed to principles of equality) or that purport to ascribe character traits, values, privileges, status, or beliefs, or that assign fault, blame, or bias, to a particular race or to an individual because of his or her race.

### **Background**

On April 19, 2021, the United States Department of Education (“Department”) issued two proposed priorities for the American History and Civics Education programs. The first priority is for projects that incorporate racially, ethnically, culturally, and linguistically diverse perspectives into teaching and learning. The second is for projects that promote information literacy. The

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<sup>1</sup> <https://www.wsj.com/articles/the-1619-project-gets-schooled-11576540494>

purpose of these priorities is “to support the development of culturally responsive teaching and learning and the promotion of information literacy skills in grants under the programs.”

Though the Department does not overtly refer to CRT in its priorities, it is prioritizing teaching this highly controversial ideology through the vehicle of this grant program. This is hardly what Congress intended when it authorized this program. CRT focuses how our current government mechanisms are irretrievably *flawed*. Its theorists posit that our Nation’s values, ideals, foundations and institutions – the things Congress intended to *promote* – instead produce “inequity” demanding actions to modify this result. This appears to be a view shared by Professor Ibram X. Kendi and advanced through the 1619 Project. It is fair to assume this view would be advanced by a curriculum built from its project.

The proposed rule establishing the priorities cites as the program authority the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (“ESSA”).<sup>2</sup> In the ESSA, Congress removed burdens on schools and teachers and replaced the No Child Left Behind Act. This was called the “largest devolution of federal control to the states in a quarter century.”<sup>3</sup> The goal was to give states more flexibility in education, flexibility which had previously been removed by the No Child Left Behind Act. Such flexibility empowers states to best design policies that meet the unique needs of their own students and communities.

In passing the ESSA, Congress created the Presidential Academy, Congressional Academies, and National Activities programs to improve the quality of instruction in American history and civics by educating students and teachers in “traditional American history” and the principles of the Constitution and the Bill of Rights.<sup>4</sup> Shortly after signing the ESSA, President Obama’s Department of Education began issuing a raft of proposed regulations to implement its provisions. However, these actions spurred a bi-partisan effort in Congress to ask President Obama to rein in the Department of Education.<sup>5</sup> As these legislators noted, the proposed regulations did not comply with Congress’s intent in the ESSA. Ultimately, Congress passed, and President Trump signed, a rollback of those regulations under the Congressional Review Act. Undeterred, the current administration seems to be repeating the errors of the Obama administration in issuing regulations that are contrary to the ESSA.

Section 6661 provides that the Secretary of Education “is authorized to carry out an American history and civics education program to improve – 1) the quality of American history, civics, and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights; and 2) the quality of teaching of American history, civics, and government in elementary and secondary schools, including the teaching of traditional American history.”<sup>6</sup>

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<sup>2</sup> 20 U.S.C. §§ 6662 and 6663

<sup>3</sup> <https://www.wsj.com/articles/no-child-left-behinds-successor-1448838727>.

<sup>4</sup> See 20 U.S.C. § 6661(a)

<sup>5</sup> <https://www.washingtonpost.com/news/education/wp/2016/11/03/senators-from-both-parties-ask-obama-to-rein-in-education-department-proposals>.

<sup>6</sup> 20 U.S.C.A. § 6661.

Section 6662 establishes two grant programs. One is called the Presidential Academies for the Teaching of American History and Civics, which provides grants for seminars or institutes for teachers of American history and civics. The other is called the Congressional Academies for Students of American History and Civics, which provides grant funds to offer seminars or institutes for high school students of American history and civics.

Section 6663 provides grant funding for the purpose of developing, implementing, and disseminating evidenced-based approaches or professional development programs in American history, civics, or geography. The purpose of the grants is “to promote new and existing evidence-based strategies to encourage innovative American history, civics, and government, geography instruction . . . .”<sup>7</sup>

### **The Proposed Priorities Are Contrary to the Governing Statute**

Congress made clear that the purpose of the programs is to advance a traditional understanding of American history, civics, and government. The proposed priorities would do little to advance that goal and, based on the proposal’s support for the “1619 Project,” would endorse teaching factually deficient history. Moreover, the implementation of these priorities will, in practice, lead to racial and ethnic division and indeed more discrimination. These issues will be addressed in turn.

#### *Proposed Priority 1 – Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning*

Proposed Priority 1 would encourage applicants to “[t]ake into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history.” The plain language of the authorizing sections was to provide better instruction in American history and civics. The Department goes well outside the bounds of reasonable interpretation by basing in part Priority 1 on the debunked “1619 Project.”<sup>8</sup> In fact, the founder of the 1619 Project admitted that it “is not about history.”<sup>9</sup> Additionally, the Proposed Priority would focus not on American history and civics as expressly provided for in Section 6661. Section 6661 authorizes programs to do two things: first, promote the improvement of the quality of American history by educating students about history and principles of the Constitution of the United States, including the Bill of Rights; second, improve the quality of the teaching of American history, civics, and government in elementary schools and secondary schools, including the teaching of *traditional* American history. Clearly Congress enacted programs that would focus on the founding documents and anticipated that proponents of a radical view of American history might one day

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<sup>7</sup> 20 U.S.C. § 6663(a).

<sup>8</sup> <https://www.wsj.com/articles/the-1619-project-gets-schooled-11576540494> and <https://www.heritage.org/american-founders/impact/new-york-times-quietly-edits-1619-project-after-conservative-pushback>

<sup>9</sup> <https://www.washingtonexaminer.com/opinion/1619-project-founder-claims-her-project-is-simply-an-origin-story-not-history>

try to corrupt the program because Congress used the adjective “traditional” when describing American history in Section 6661.

The Department’s Proposed Priority 1 does not address how the projects would meet the goals provided for in Section 6661. The Department might argue that the priority would in fact give a better view of American history. While the Department might have an interest in changing perspectives on American history to take a more radicalized view solely through the prism of race, Congress enacted programs to encourage a better grasp and understanding of American history, founding documents, civics, and government. Congress was clear in the authorizing statute, and Proposed Priority 1 goes well outside the scope of teaching American history, government, and civics.

Applying the proposed priority as drafted would do little to promote civics instruction and instead promote an agenda that runs counter to the authorization of the programs as provided in Section 6661 which is to improve the quality of teaching of American history and civics in schools particularly as applied to the teaching of “traditional American history.” Instead of teaching American history grounded in facts, Proposed Priority 1 would prioritize an ideology that distorts American history. CRT supports the idea that America is a fundamentally racist country and that our institutions are inherently systemically racist. Promoting this warped view of American history does not support the teaching of American history as required by the statute, but instead props up an idea based not in fact, but on the idea that “the United States is a nation founded on white supremacy, patriarchy, and oppression and that these forces are still at the root of our society.”<sup>10</sup>

Section 6662 requires the entities that receive funds to offer seminars that “provide intensive professional development opportunities for teachers of American history and civics to strengthen teachers’ knowledge of the subjects of American history and civics.”<sup>11</sup> Additionally, Section 6662 requires that the secretary give priority to “eligible entities that coordinate or align their activities with the National Park Service National Centennial Parks initiative.”<sup>12</sup> The first priority does not mention the national parks and would run afoul of Section 6662 if an applicant was given priority for meeting the requirements of the draft priority over an applicant who did not comply with the draft priority, but instead coordinated or aligned its activities with the National Park Service as provided for in Section 6662.

Section 6663 provides no better justification for Priority 1. The purpose of the section “is to promote new and existing evidence-based strategies to encourage innovative . . . learning strategies . . .” Programs shall show potential to improve the quality for student achievement in, and teaching of, American history, civics and government, or geography and demonstrate innovation. However, Priority 1 would require applicants to incorporate into projects “teaching and learning practices that – (a) [t]ake into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history . . .” This has nothing to do with the

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<sup>10</sup> <https://www.heritage.org/progressivism/report/critical-race-theory-would-not-solve-racial-inequality-it-would-deepen-it>

<sup>11</sup> 20 U.S.C. § 6662(e)(1)(a).

<sup>12</sup> 20 U.S. C. § 6662(e)(4).



teaching of American history grounded in facts. Instead, it treats as truth the ahistorical concepts of CRT and the 1619 Project to inject those notions into classrooms through the grant programs. Nor does it promote any type of innovative learning strategy. It is a shameless attempt to twist a federal program designed and clearly intended by Congress to promote American history and civics education into a program to promote other concepts and Marxism.

### *Proposed Priority 2 – Promoting Information Literacy Skills*

Proposed Priority 2 ostensibly seeks to foster critical thinking and promote student engagement in civics. To do this, it encourages supporting students in “[u]nderstanding their own biases . . . as well as recognizing bias in primary and secondary sources.” This priority suffers from the same deficiencies as Priority 1. Regardless of whether it is a Presidential Academy or Congressional Academies priority, it cannot be prioritized under the statute over an applicant who coordinates or aligns with the National Park Service. Moreover, the plain language of the statutes lay out the purpose of the law which is to improve American history and civics education. It is not an authorization to take federal money to then implement programs to “develop[] information literacy.”<sup>13</sup>

Neither the Presidential Academies nor the Congressional Academies are designed to “develop information literacy.”. The Presidential Academies funds must “provide[] intensive development opportunities . . . to strengthen teachers’ knowledge of the subjects of American history and civics.” The Congressional Academies must “broaden[] and deepen[] . . . students’ understanding of American history and civics.” While improving critical thinking in civics and American history classrooms is something we all can support, the simple reality is that pointing out ones’ own biases and the *perceived* biases of others will lead less to critical thinking and more to revisionist history as we have already seen with the 1619 Project. This is contrary to Section 6661 which authorizes Sections 6662 and 6663. Taken together with the enacting language in Section 6661, it is clear that the grants were created for students to understand American history and government and for teachers to gain a better grasp of how to teach American history and civics.

### **The Proposed Priorities Disadvantage Teachers**

Additionally, teachers in states that have broad non-discrimination protections would be at a disadvantage for attending and utilizing the programs that implement programs encouraged under the priority guidance. For example, in Indiana, the General Assembly has provided that the policy of the State is to provide equal and nondiscriminatory education opportunities to students.<sup>14</sup> CRT and the 1619 Project work to discriminate against students who are inappropriately defined as having “privilege” or being “oppressors” based solely on their race. Teaching this in a classroom clearly runs afoul of broad non-discrimination provisions adopted by many states to prevent the same sort of separatist teaching that the guidance attempts to integrate into schools through teachers and students. A teacher that attends a program that teaches him or her to indoctrinate

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<sup>13</sup> Proposed Priority 2

<sup>14</sup> Ind. Code § 20-33-1-1.

students in a discriminatory manner would violate Indiana law if brought back into the classroom. Because Indiana teachers could not bring back what they learned, they would not be able to take part in “intensive professional development opportunities . . . to strengthen [their] knowledge of American history and civics” as provided in Section 6662. Nor could a radical new program that disregards historical fact for an agenda comply with Section 6662. Additionally, states across the country have passed or are considering passing laws that prohibit that type of discrimination that is at the heart of CRT and other concepts.<sup>15</sup> Teachers in these states would also be disadvantaged in terms of being able to learn new skills and concepts to bring into the classroom. And, ultimately, students would be harmed. The programs are designed to increase an understanding of American history. Implementing these priorities, because of their discriminatory nature, would limit who could take advantage of the programs.

It is difficult if not impossible to reconcile teaching our youth the principles advanced by CRT with the intent of Congress in creating this grant program. Educators have already expressed concern with the proposed priorities and how they would affect curriculum.<sup>16</sup>

### **The Proposed Priorities Harm Students**

Finally, and most importantly, is the impact of these priorities on students. The proposed priorities specifically cite the work of Kendi as a basis for their implementation, contending that they will reduce discrimination and racist behavior: “Antiracist ideas argue that racist policies are the cause of racist inequalities.” As recently noted by Frederick Hess, “upon closer scrutiny, it quickly becomes apparent just how wholly Kendi’s doctrine is at odds with American traditions of equality, free inquiry, and ordered liberty. Kendi holds that every single thing in the world—every action, idea, thought, and policy—is either ‘racist’ or ‘anti-racist.’”<sup>17</sup> However, Kendi’s own record in implementing what are described as these “anti-racist practices” rather than reduce discrimination, instead actually increase discrimination. For example, Kendi helped lead the opposition against the selection process for the elite Boston Latin School, the Boston Latin Academy, and the John D. O’Bryant School of Math & Science. Relying heavily on a merit-based testing regime, Asian applicants received a disproportionately high number of the scarce 205 available seats. “With COVID as a pretext, equity advocates set up a new system to fill the spots based on zip codes and grades, a plan that will result in a 24 percent reduction in Asians, an 18 percent reduction in whites, a 50 percent increase in blacks, and a 14 percent increase in Hispanics.”<sup>18</sup>

Thus, the implementation of Kendi’s teachings in Boston, rather than reduce discrimination, instead increased discrimination, especially against Asian Americans, a group that has been recently targeted with particularly vicious hate crimes.

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<sup>15</sup> <https://www.newsweek.com/texas-could-ban-critical-race-theory-next-several-states-look-follow-idaho-1589502>

<sup>16</sup> [https://helenair.com/news/state-and-regional/govt-and-politics/arntzen-requests-ags-opinion-on-critical-race-theory-in-education/article\\_2c0436d3-29ce-5657-ba38-9ccd095141fa.html](https://helenair.com/news/state-and-regional/govt-and-politics/arntzen-requests-ags-opinion-on-critical-race-theory-in-education/article_2c0436d3-29ce-5657-ba38-9ccd095141fa.html)

<sup>17</sup> [https://www.aei.org/op-eds/how-anti-racism-is-derailing-efforts-to-improve-education/?mkt\\_tok=NDc1LVBCUS05NzEAAAF8\\_v5T6a5KfZsi3if2TiYJ5AoqUTW393RUAB92ceyFvav0VqARdV\\_IoDiP-F-IWoSJma3KaOVFMo60Rw\\_qKi\\_KpuqWFJchP7xGLHzQV6hjBg](https://www.aei.org/op-eds/how-anti-racism-is-derailing-efforts-to-improve-education/?mkt_tok=NDc1LVBCUS05NzEAAAF8_v5T6a5KfZsi3if2TiYJ5AoqUTW393RUAB92ceyFvav0VqARdV_IoDiP-F-IWoSJma3KaOVFMo60Rw_qKi_KpuqWFJchP7xGLHzQV6hjBg)

<sup>18</sup> <https://www.nationalreview.com/magazine/2021/05/17/inequality-of-equity>.

The hypocrisy inherent in the teaching of CRT is not limited to Kendi's work. For example, Harvard University has been accused, repeatedly, of discriminating against Asian Americans by modifying a merit-based application process to reduce the number of successful Asian American applicants in favor of other races, precisely as Kendi advocated for in Boston. Harvard recently underwent a lengthy trial in federal district court during which the plaintiffs, a group of Asian American students whose applications for admission were denied, presented volumes of evidence in support of their allegation that Harvard effectively operated a quota system designed to keep the number of Asian American students artificially low. The Supreme Court has repeatedly said that such quota systems are illegal. Moreover, such a system does violence to the Reverend Martin Luther King Jr.'s vision of a nation where individuals "will not be judged by the color of their skin but by the content of their character."

Similarly, based on a complaint filed by another group of Asian American students, the Department of Justice during the prior administration conducted a lengthy and thorough investigation of Yale University's admissions practices. At the end of that investigation, the Department of Justice issued a findings letter concluding that Yale University had discriminated against Asian American applicants in violation of Title VI of the Civil Rights Act of 1964. When Yale refused to voluntarily change its policies, the Justice Department filed suit seeking to remedy this discrimination. The highly qualified Asian American applicants Yale rejected in favor of less-qualified applicants of other races surely deserved better, but under the application of CRT, they suffered their own discrimination.

Issues of race and discrimination are complex, but instead of teaching American history and civics, as plainly spelled out in the statute, the proposed priorities would dilute the quality of American history and civics education in America in favor of a hyper-racialized and ahistorical doctrine. They are not focused on promoting truth or a holistic understanding of American history and the ideals that the Founders used to establish our country as required by statute, but instead are being used to promote revisionist American history and principles that lead to more discrimination, not less.

These actions clearly demonstrate the real world disconnect between the stated goals of CRT and its effects.<sup>19</sup> Thus the intended remedy for our civic illiteracy is indeed more virulent than the disease.

It is also curious that Proposed Priority 1, like Kendi in Boston, cites "COVID-19—with its disproportionate impact on communities of color"—as support. There is no doubt that, as the Department has noted in several releases, COVID-19 and the inept response by some large urban

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<sup>19</sup> As Christopher Rufo has pointed out, even though benign sounding, when put into practice, CRT curriculum often comes out as discriminatory and results in further discrimination and harassment. <https://www.city-journal.org/the-left-wont-debate-critical-race-theory>.

schools had disproportionate impact on “students of color” as the priority commentary and others note.<sup>20</sup>

A study from Brown University found that the shutdowns last spring likely set the average student back roughly 35 percent in reading and more than 50 percent in math compared to a typical year.<sup>21</sup> These disruptions are impacting vulnerable student populations, especially low-income students, children in foster care, students of color, as well as children with disabilities. A study by McKinsey & Company found that school shutdowns deprived lower-income students of vital support and engagement, likely resulting in significant learning losses.<sup>22</sup> It estimates, for example, that while the average loss of learning due to the pandemic is nearly seven months, black students could fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. This would exacerbate existing achievement gaps by 15 to 20 percent.

The United States has been combatting these achievement gaps for many years, and the increase caused by COVID-19 has been disheartening. Given this alarming increase, it is disturbing that the Department has chosen to prioritize advancing this flawed CRT curriculum instead of focusing on reducing the COVID-19 enhanced achievement gap. The adoption of these priorities would cause lower performing schools to continue to fail students of color, students with disabilities, and students in poverty through teaching revisionist history, instead of focusing their resources to make sure their students can “read and write at basic proficiency by the time they graduate middle school.” They are taking on a façade that requires a shift to attacking “abstract societal problems.”<sup>23</sup>

## Conclusion

As Ronald Reagan once said, “Freedom is a fragile thing and it's never more than one generation away from extinction. It is not ours by way of inheritance; it must be fought for and defended constantly by each generation, for it comes only once to a people. And those in world history who have known freedom and then lost it have never known it again.”<sup>24</sup>

The ESSA was a bipartisan success. The relevant programs were included to promote the learning and teaching of civics for the benefit of America’s students. These priorities do precisely the opposite while increasing discrimination and failing to address crucial issues like the COVID-19 increase in the achievement gap for students of color, students with disabilities, and students in poverty. The proposed priorities should be rejected. At the very least, the Department should make it clear that it will not fund projects that promote CRT or any projects that characterize the United

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<sup>20</sup> <https://apnews.com/article/denise-juneau-education-coronavirus-pandemic-seattle-b86968e4a65e90bc2312c66868238bf9>; <https://www.disabilitycoop.com/2021/01/15/school-districts-special-ed-covid-19-investigation/29151>; <https://www.disabilitycoop.com/2021/01/29/ed-department-investigating-special-ed-failures-during-covid-19/29171>.

<sup>21</sup> <https://www.edworkingpapers.com/sites/default/files/ai20-226-v2.pdf>.

<sup>22</sup> <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#>.

<sup>23</sup> <https://www.dailysignal.com/2021/05/04/how-critical-race-theory-is-taught-in-public-schools>.

<sup>24</sup> <https://www.reaganlibrary.gov/archives/speech/january-5-1967-inaugural-address-public-ceremony>.

Secretary Cardona

May 19, 2021

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States as irredeemably racist or founded on principles of racism (as opposed to principles of equality) or that purport to ascribe character traits, values, privileges, status, or beliefs, or that assign fault, blame, or bias, to a particular race or to an individual because of his or her race.

Sincerely,



Todd Rokita  
Indiana Attorney General



Steve Marshall  
Alabama Attorney General



Treg Taylor  
Alaska Attorney General



Mark Brnovich  
Arizona Attorney General



Leslie Rutledge  
Arkansas Attorney General



Christopher M. Carr  
Georgia Attorney General



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Nebraska Attorney General

Secretary Cardona

May 19, 2021

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David Yost  
Ohio Attorney General




Mike Hunter  
Oklahoma Attorney General



Alan Wilson  
South Carolina Attorney General



Ken Paxton  
Texas Attorney General



Sean Reyes  
Utah Attorney General



Patrick Morrissey  
West Virginia Attorney General

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**From:** Brown, Ryan  
**Sent:** Friday, May 21, 2021 11:59 AM  
**To:** Payne, John R  
**Cc:** Spearman, Molly; Traywick, Laurie; Nilges, Katie; Mathis, David  
**Subject:** RE: CRT Letters

Thanks. Not really sure if this funding is something we actually have to apply for or if it's just given to state's through some ESSA programs.

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

[Visit SCDE's Newsroom](#)



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**From:** Payne, John R <JRPayne@ed.sc.gov>  
**Sent:** Friday, May 21, 2021 11:42 AM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Cc:** Spearman, Molly <mspearman@ed.sc.gov>; Traywick, Laurie <ltraywick@ed.sc.gov>; Nilges, Katie <knilges@ed.sc.gov>; Mathis, David <dmathis@ed.sc.gov>  
**Subject:** Re: CRT Letters

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John

On May 21, 2021, at 10:54 AM, Brown, Ryan <[RyBrown@ed.sc.gov](mailto:RyBrown@ed.sc.gov)> wrote:

All,

I am attaching a letter written to Secretary Cardona from SC Congressmen Wilson, Rice, Timmons, and Norman regarding CRT. I am also attaching a letter sent to Cardona from 20 Attorneys General include SC AG Alan Wilson (current head of Republican Attorney General Association).

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- Section 6661 provides that the Secretary of Education “is authorized to carry out an American history and civics education program to improve – 1) the quality of American history, civics, and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights; and 2) the quality of teaching of American history, civics, and government in elementary and secondary schools, including the teaching of traditional American history.
- Section 6662 establishes two grant programs. One is called the Presidential Academies for the Teaching of American History and Civics, which provides grants for seminars or institutes for teachers of American history and civics. The other is called the Congressional Academies for Students of American History and Civics, which provides grant funds to offer seminars or institutes for high school students of American history and civics.
- Section 6663 provides grant funding for the purpose of developing, implementing, and disseminating evidenced-based approaches or professional development programs in American history, civics, or geography. The purpose of the grants is “to promote new and existing evidence based strategies to encourage innovative American history, civics, and government, geography instruction . . . .”

Best,

Ryan

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<DOE Letter.pdf>



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**From:** Mathis, David  
**Sent:** Friday, May 21, 2021 12:10 PM  
**To:** Brown, Ryan; Payne, John R  
**Cc:** Spearman, Molly; Traywick, Laurie; Nilges, Katie  
**Subject:** RE: CRT Letters

Checking now with my folks...

David M. Mathis, Ed.D.  
Deputy Superintendent, Division of College and Career Readiness  
South Carolina Department of Education  
1429 Senate Street, 902 A  
803-734-2577  
dmathis@ed.sc.gov

---

**From:** [Brown, Ryan](#)  
**Sent:** Friday, May 21, 2021 11:59 AM  
**To:** [Payne, John R](#)  
**Cc:** [Spearman, Molly](#); [Traywick, Laurie](#); [Nilges, Katie](#); [Mathis, David](#)  
**Subject:** RE: CRT Letters

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**South Carolina Department of Education**  
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**Sent:** Friday, May 21, 2021 11:42 AM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Cc:** Spearman, Molly <mspearman@ed.sc.gov>; Traywick, Laurie <ltraywick@ed.sc.gov>; Nilges, Katie <knilges@ed.sc.gov>; Mathis, David <dmathis@ed.sc.gov>  
**Subject:** Re: CRT Letters

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<image003.gif>

<E7CB24C738A7323B164BF427BB79EDAA.5.19.21-critical-race-theory-comment.pdf>

<DOE Letter.pdf>

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**From:** Brown, Ryan  
**Sent:** Friday, May 21, 2021 4:36 PM  
**To:** Brown, Ryan  
**Subject:** ARP ESSER to Do  
**Attachments:** Critical Race Theory.docx; ARP ESSER State Plan Template 04-21-21 FINAL RLB To Do.docx

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
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## **Critical Race Theory**

The mission of the South Carolina Department of Education is to ensure that every child, regardless of location or demographics, graduates prepared for success in college, careers, and citizenship.

Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens that we want them to become.

The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seek to promote CRT amongst South Carolina educators.

Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a true appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

Now more than ever, we must remain focused on our mission and not be hindered by any ideologies or agendas that seek to distract us.

**State Plan for the  
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



**U.S. Department of Education**

**Issued: April 21, 2021**

OMB Number: 1810-0754  
Expiration Date: October 31, 2021

**Paperwork Burden Statement** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: [SGR@ed.gov](mailto:SGR@ed.gov) directly.

## Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

## Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., [Alabama.OESE@ed.gov](mailto:Alabama.OESE@ed.gov)).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

**Cover Page**

**Grantee and Contact Information**

**ARP ESSER PR Award Number (e.g., S425U2100XX):**

**SEA Contact:**

**Telephone:**

**Email address:**

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that:  
To the best of my knowledge and belief, all information and data included in this plan are true and correct.

**Chief State School Officer or Authorized Representative (Printed Name)**

**Signature of Authorized SEA Representative**

**Date:**



### A. Describing the State’s Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. **Progress and Promising Practices:** Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department’s *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.  
[Click here to enter text.](#)
2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.  
[Click here to enter text.](#)
3. **Identifying Needs of Underserved Students:** Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
  - i. Students from low-income families,
  - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
  - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
  - iv. English learners,
  - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
  - vi. Students experiencing homelessness,
  - vii. Children and youth in foster care,
  - viii. Migratory students, and
  - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,<sup>1</sup> chronic absenteeism, student engagement, and social-emotional well-being.

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Table A1.**

<b>Student group</b>	<b>Highest priority needs</b>
Students from low-income families	
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
English learners	
Children with disabilities	
Students experiencing homelessness	
Children and youth in foster care	
Migratory students	
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

[Click here to enter text.](#)

<sup>1</sup> For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

5. **School Operating Status:** It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
  - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
    - a. **Mode of instruction:** The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
    - b. **Enrollment:** Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
    - c. **Attendance:** Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

The South Carolina Department of Education requires schools and districts to submit operating status through its Calendar and Closure application. The application not only collects information related to closures, weather delays, and early dismissals but has added functionality to collect and publicly display COVID-19 operational status. The operational status is displayed for districts operating full-time in-person instruction, hybrid instruction, and fully remote instruction. The agency regularly monitors input of data and the public display to ensure stakeholders and the public has access to the most up to date information.

In April 2021, the South Carolina General Assembly passed and the Governor signed into law S. 704. This legislation required that beginning April 26, 2021, every South Carolina public school must offer full-time in-person instruction. The legislation also requires that for the 2021-2022 school year, every school district must also offer full-time in-person instruction. Every public school is abiding by this legislation.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.  
[Click here to enter text.](#)
- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

The South Carolina Department of Education requires schools and districts to submit operating status through its Calendar and Closure application. The application not only collects information related to closures, weather delays, and early dismissals but has added functionality to collect and publicly display COVID-19 operational status. The operational status is displayed for districts operating full-time in-person instruction, hybrid instruction, and fully remote instruction. The agency regularly monitors input of data and the public display to ensure stakeholders and the public has access to the most up to date information. In April 2021, the South Carolina General Assembly passed and the Governor signed into law S. 704. This legislation required that beginning April 26, 2021, every South Carolina public school must offer full-time in-person instruction. The legislation also requires that for the 2021-2022 school year, every school district must also offer full-time in-person instruction. Every public school is abiding by this legislation.

**Commented [A1]:** I will need ORDA assistance with this.

**B. Safely Reopening Schools and Sustaining their Safe Operations**

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. **Support for LEAs:** Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:

- i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Table B1.**

Mitigation strategy	SEA response
Universal and correct wearing of masks	The South Carolina Department of Education under authority provided to the State Superintendent of Education by the State Board of Education required that face coverings be worn by students and staff aboard school buses

Mitigation strategy	SEA response
	and within school facilities in a policy that reflected CDC guidance. However, on May 11, 2021, Governor Henry McMaster issued Executive Order 2021-23 that rendered the policy unenforceable by allowing students and parents to “opt out” of the wearing of face coverings. As a result, the agency continues to require face coverings to be worn by students and staff aboard school buses and strongly recommends their use within school facilities. The agency provides schools and districts with the latest updates from the CDC and the state’s public health agency on a weekly basis concerning face coverings and other mitigation strategies.
Physical distancing (e.g., including use of cohorts/podding)	
Handwashing and respiratory etiquette	
Cleaning and maintaining healthy facilities, including improving ventilation	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	
Diagnostic and screening testing	
Efforts to provide vaccinations to educators, other staff, and students, if eligible	
Appropriate accommodations for children with disabilities with respect to the health and safety policies	

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation; [Click here to enter text.](#)

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and  
[Click here to enter text.](#)
- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.  
[Click here to enter text.](#)

2. **Safe Return to In-Person Instruction and Continuity of Services Plans:** Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

- i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
- ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
- iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),<sup>2</sup> and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

---

<sup>2</sup> ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

[Click here to enter text.](#)

### **C. Planning for the Use and Coordination of ARP ESSER Funds**

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. **SEA Consultation:** Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:

- i. students;
- ii. families;
- iii. Tribes (if applicable);
- iv. civil rights organizations (including disability rights organizations);
- v. school and district administrators (including special education administrators);
- vi. superintendents;
- vii. charter school leaders (if applicable);
- viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
- ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

[Click here to enter text.](#)

2. **Coordinating Funds:** Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

- i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

**Table C1.**

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)		
GEER I (CARES Act)		
ESSER II (CRRSA Act)		
GEER II (CRRSA Act)		

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.  
Click here to enter text.
- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.<sup>3</sup>  
Click here to enter text.

#### **D. Maximizing State-Level Funds to Support Students**

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act’s required State set-asides to address the academic impact of lost instructional time,

<sup>3</sup> Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.



provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State’s total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, emotional, and mental health needs. The description must include:
  - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;  
[Click here to enter text.](#)
  - ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and  
[Click here to enter text.](#)
  - iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.  
[Click here to enter text.](#)
  
2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:
  - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;  
[Click here to enter text.](#)

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and  
[Click here to enter text.](#)
  - iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.  
[Click here to enter text.](#)
3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;  
[Click here to enter text.](#)
  - ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and  
[Click here to enter text.](#)
  - iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.  
[Click here to enter text.](#)
4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and

mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

[Click here to enter text.](#)

#### **E. Supporting LEAs in Planning for and Meeting Students' Needs**

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
  - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
  - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
  - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
  - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

[Click here to enter text.](#)

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
- i. students;
  - ii. families;
  - iii. school and district administrators (including special education administrators); and
  - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

[Click here to enter text.](#)

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
- i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;  
[Click here to enter text.](#)
  - ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and  
[Click here to enter text.](#)
  - iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
    - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;

- b. Students who did not consistently participate in remote instruction when offered during school building closures; and
  - c. Students most at-risk of dropping out of school.
- Click here to enter text.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
- i. Allocating funding both to schools and for districtwide activities based on student need, and
  - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Click here to enter text.

**F. Supporting the Educator Workforce**

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:
- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

*Complete the table below, changing or adding additional rows as needed, or provide a narrative description.*

**Table F1.**

Area	Data on shortages and needs	Narrative description
Special educators and related service		

Area	Data on shortages and needs	Narrative description
personnel and paraprofessionals		
Bilingual educators		
English as a second language educators		
STEM educators		
CTE educators		
Early childhood educators		
School counselors		
Social workers		
Nurses		
School psychologists		

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.  
[Click here to enter text.](#)
  - iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).  
[Click here to enter text.](#)
2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).  
[Click here to enter text.](#)

**G. Monitoring and Measuring Progress**

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation’s education system is a fundamental responsibility of Federal, State,

and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA’s Grant Award Notification (listed in Appendix B). Describe the SEA’s capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
  - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
  - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
  - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
  - iv. Jobs created and retained (by position type);
  - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
  - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

[Click here to enter text.](#)

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA’s plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA’s current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Click here to enter text.



**Appendix A: School Operating Status and Instructional Mode Data Template**

Indicate the date or time period represented by the following data.

[Click here to enter text.](#)

**Table 1**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

*Add or change rows as needed*

<b>Number of schools</b>	<b>All schools</b>	<b>Offered to all students</b>	<b>Offered to some students</b>	<b>Not offered</b>
Remote or online only	# 5 (always virtual charter schools)	# 1266	# 0	# 0
School buildings open with both remote/online and in-person instruction (hybrid)	# 0	# 0	# 0	# 1266
School buildings open with full-time in-person instruction	# 1261	# 1261	# 0	# 5 (always virtual charter schools)

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

*Add or change rows as needed*

<b>Number of students</b>	<b>Total enrollment</b>	<b>Remote or online only</b>	<b>Both remote/online and in-person instruction (hybrid)</b>	<b>Full-time in-person instruction</b>
Students from low-income families	#	#	#	#
White, not Hispanic	#	#	#	#
Black or African American, not Hispanic	#	#	#	#
Hispanic, of any race	#	#	#	#
Asian, not Hispanic	#	#	#	#
American Indian or Alaskan Native, not Hispanic	#	#	#	#
Native Hawaiian or Pacific Islander, not Hispanic	#	#	#	#
Two or more races, not Hispanic	#	#	#	#
Race/Ethnicity information not available	#	#	#	#
English learners	#	#	#	#
Children with disabilities	#	#	#	#
Students experiencing homelessness	#	#	#	#
Children and youth in foster care	#	#	#	#
Migratory students	#	#	#	#

## **Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)**

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

## Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

## Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable

access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

[Click here to enter text.](#)

### **Estimated Burden Statement for GEPA Requirements**

**According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.**



**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Critical Race Theory  
**Date:** Saturday, May 22, 2021 9:35:23 AM

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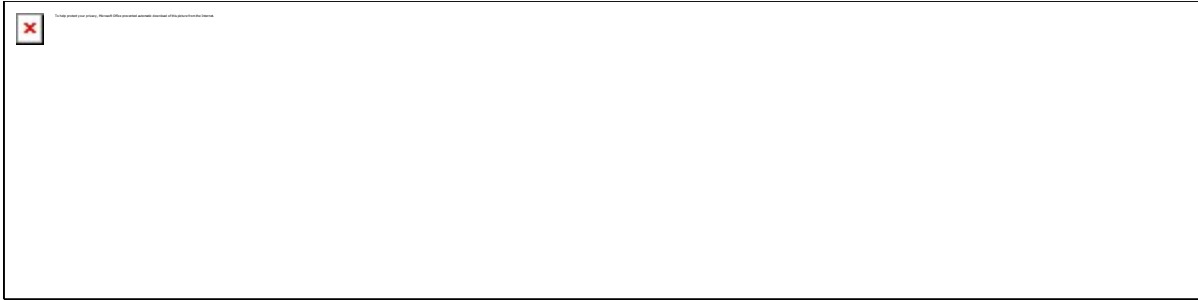
Critical race theory is already in our schools. It is absurd that it even exist. It is time to wake up and do the job we the voters hired you to do. We the voters want you to start setting examples out of these lame worthless teachers. **START FIRING THEM.** Principals, and teachers that even think about teaching our children this lame uneducated bullshit should not ever work in a field with children. You can go down in history as a Superintendent that was hated because of the pussy you have been. Or, you can go down in history as the one Superintendent that stood up and actually did something which is your job. Prove to the people that women can be fierce in your field and not stand for this type of bullshit. Most men wouldn't even stand up and do anything from being intimidated or scared of being canceled. I myself will stand with you and help fight this racist lying bullshit curriculum. It's time to stand and do what we are paying you to do. **LETS DO IT TOGETHER AND RALLY PARENTS UP TO BACK US ON IT!!!!!! FIRE ALL PRINCIPALS AND TEACHERS THAT BELIEVE IN ALL THIS CRAP!! FIRE FIRE FIRE FIRE FIRE FIRE FIRE THEM ALL FIRE THEM ALL NOW MAKE THEM WORK IN A BLUE STATE FIRE FIRE FIRE FIRE FIRE THEM ALL!!!!!! NOW!!!!!!**

THANK YOU,

[REDACTED]

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**From:** The Savvy Principal <newsletters@edweek.org>  
**Sent:** Sunday, May 23, 2021 6:01 AM  
**To:** Spearman, Molly  
**Subject:** Be Ready for the Debate Over Critical Race Theory



ESSENTIAL NEWS & INFORMATION FOR YOUR WEEK - MAY 23, 2021



*Good morning from the land of Brood X! 🐛 My neighborhood is drowning in cicadas, and it's a daily battle to keep Bunny, our dog, from eating dozens of the crunchy critters. Other people are having much more fun with this insect invasion as you'll see at the end of the newsletter. But first, our big story focuses on the exploding debate around critical race theory, which if it hasn't already, could land in your school. Got something on your mind? Inbox me at [lmaxwell@educationweek.org](mailto:lmaxwell@educationweek.org).  
- Lesli A. Maxwell*

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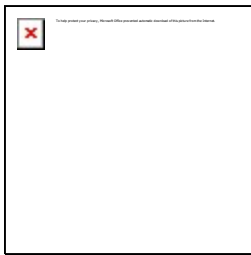
## **Understand what critical race theory is and why it's under attack.**

**The gist:** Educators are facing questions about critical race theory, an academic and legal concept that's been around for four decades. But it's finding new and divisive currency, especially in K-12, as people sharply disagree over whether it's a way to understand how racism has shaped our society and institutions or a tool of division that pits people of color against white people.

**What else you need to know:** Lawmakers in several states have already passed or are debating [bills to ban the use of critical race theory or "divisive topics" in the classroom](#). Closer to home, parents or school board members may be using the term to challenge curriculum and lessons.

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**Try this:** Teachers or parents may turn to you to explain what the critical race theory debate means. Teachers may want to know if they can continue teaching subjects like the Black Lives Matter protests that followed the death of George Floyd or even more distant historical events like the civil rights movement. Parents may push back on lessons that directly confront race and racism, deeming them too controversial or too divisive for kids. Here's are some key takeaways to help ground your own understanding of critical race theory.

- The core idea of critical race theory is that racism is a social construct that's woven into policies and legal systems, including education. The theory says that racism is part of everyday life, so people—white or nonwhite—who don't intend to be racist can nevertheless make choices that fuel racism.
- In current controversies, critical race theory is often conflated with anti-racism and social justice, more common terms and concepts used and taught in schools. Increasingly, conservative critics incorrectly cite critical race theory as the basis for any equity, diversity, and inclusion effort.
- Parents may be confused, believing that critical race theory is a teaching method, training, or program. In fact, it isn't synonymous with culturally relevant teaching (which endeavors to affirm students' ethnic

and racial backgrounds) or other strategies schools may be using to make students of color feel supported.

- The proposals to ban critical race theory could have a chilling effect on what teachers teach about certain topics. They may worry that teaching the full history of the Trail of Tears or the Civil War will land them in trouble with parents or administrators.

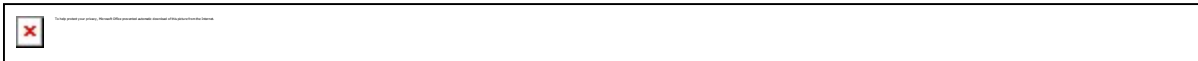
**Go deeper.** Your job as a leader is to rise above the fray, listen, and take strong positions that ultimately affirm and support *all* students even in the face of political pressure and division. These guiding questions—with nuanced answers—[are a good place to start](#). This [collection of articles and opinion pieces](#) on equity, diversity, and race can also build your knowledge.

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## UP-TO-SPEED

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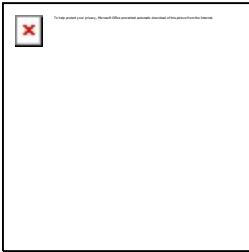
**Teacher satisfaction.** Flexibility is emerging as one of the most effective ways to keep employees happy, but before the pandemic, schools weren't bastions of job flexibility for teachers. That's likely to change, though, especially for duties outside the regular work day like PD and parent-teacher conferences. Here are [4 ideas for giving teachers more flex](#).



Getty

**Teacher dress codes: Rewind or fast forward?** The pandemic turned most of us into casual professional dressers—at least on our lower bodies. But will the embrace of more-comfortable attire [extend to teachers returning to in-person classrooms](#)? Some school and district leaders say it ought to.

**Fixing flaws in ed-tech PD.** Professional development to help teachers use tech in instruction has a pretty checkered history. But some school districts have diagnosed—and are now fixing—those problems. Check out [7 of the worst ones, along with their solutions](#).



### **Maximize Visibility Across District Spending**

Download this eBook to learn more about how automation can help improve and streamline operations for K-12 school districts' back-office and administrative functions. [Download whitepaper](#)

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**A principal's passion for advocacy.** Derrick Lawson, the principal of Indio High School in California's Coachella Valley, is [a forceful advocate for his students](#), many who have suffered terrible losses and hardship in the pandemic. Does he worry about appearing political? Says Lawson: *"These are the kids I work for. These are the families I work for, and I am trying to help."*

**Capture teachers' new knowledge.** Before your team breaks for some much-needed rest this summer, you may want to collect and document what your teachers have learned from their experience of pandemic instruction. This Edutopia piece [explains how to structure conversations](#) so that teachers can reflect on, and then share and synthesize, the knowledge they've gained.

**Hijacked school bus.** A terrifying ride for a South Carolina bus driver and students [ended without physical injury](#) after an armed man demanded to be driven to the next town. The driver credits his kindergarten passengers' barrage of questions aimed at the hijacker for bringing an end to the ordeal. Ever heard about the [1976 Chowchilla school bus kidnapping](#) in California?

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## BE SAVVY

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**A retention bulge?** More than 40 percent of educators surveyed by the EdWeek Research Center in April say they expect somewhat or much higher numbers of students repeating their grade as a result of the pandemic's disruptions to learning.



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## YOUR CAREER

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**Clean your plate.** Peter DeWitt argues that as we move beyond the most acute period of operating in the pandemic, school leadership teams should start scrutinizing all "initiatives," and [scrap the things that aren't paying off](#).

Find [more professional resources and search for new opportunities](#).

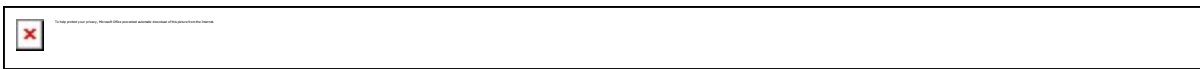
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## A LITTLE SOMETHING TO GET YOU THROUGH THE WEEK

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**Brood X invasion.** 🦋 For the last 17 years, billions of Brood X cicadas have lurked deep underground in parts of the Mid-Atlantic and South. But nearly overnight, these red-eyed, winged, creepy insects have taken over trees, sidewalks, cars, and the [imaginings of humans](#), dogs, and birds.

*Have a wonderful (cicada-free) Memorial Day weekend! See you on June 6.*




@oxanawarephotography via Instagram



### **Lesli A. Maxwell**

Editor, The Savvy Principal

Lesli is the managing editor for Education Week.

 Help other school leaders start the week strong. Forward this newsletter!  
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**Sent:** Monday, May 24, 2021 5:16 AM  
**To:** Spearman, Molly  
**Subject:** Is It Time to Relax Teacher Dress Codes?

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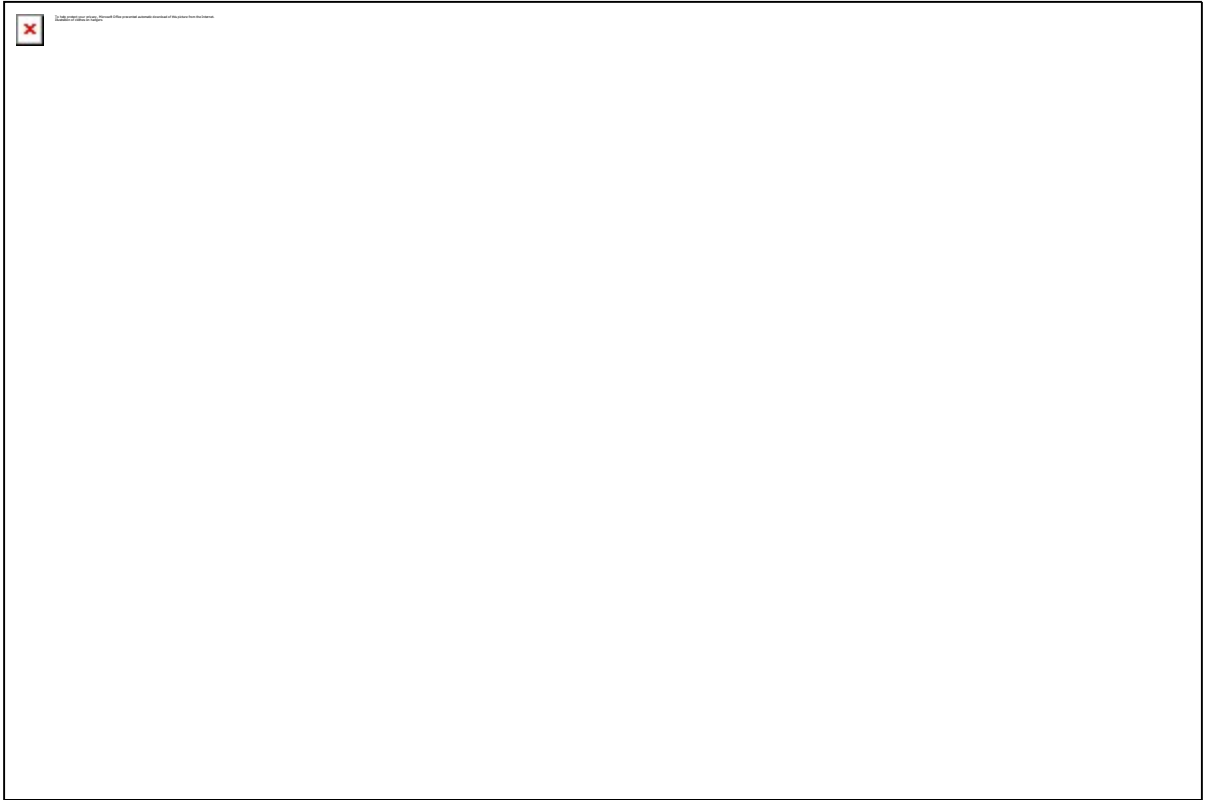


YOUR DAILY EDUCATION NEWS AND INSIGHT - MAY 24, 2021



# EdWeek Update





TEACHING PROFESSION

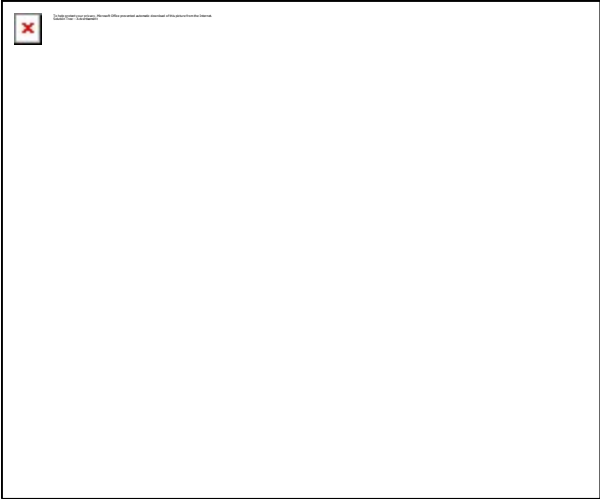
# Is It Time to Relax Teacher Dress Codes?

After teaching at home in comfortable clothes, some school and district leaders support casual attire for teachers returning to classrooms.

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# What's the Best Way to Address Unfinished Learning? It's Not Remediation, Study Says

A new study suggests acceleration may be a promising strategy for addressing unfinished learning in math after a pandemic year.

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## SCHOOL & DISTRICT MANAGEMENT

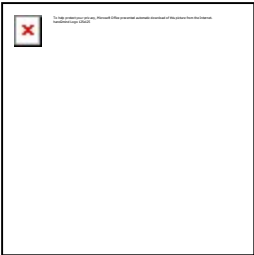
# A Lauded Superintendent Retires After Years of Crises: 'I Don't Want to Become Bitter'

The pandemic brought huge leadership challenges to superintendents. As some leave the job, who will replace them?

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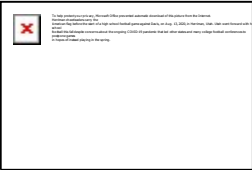
**Engaging Students through Hands-On Learning During the Pandemic**  
In this whitepaper, we'll focus on the Los Angeles Unified School District (LAUSD), the challenges they faced, and highlight the partnership between LAUSD and hand2mind to create resources that foster and encourage hands-on learning opportunities that would enable LAUSD to keep their Primary Promise to their community. [Download whitepaper](#)

## STUDENT WELL-BEING, WHAT THE RESEARCH SAYS

# Strict COVID-19 Testing Can Keep Extracurriculars Going, CDC Finds

New research by the Centers for Disease Control and Prevention finds Utah's coronavirus testing prevented outbreaks following sports events.

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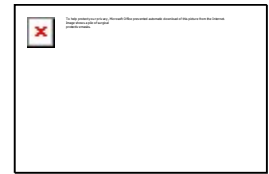


EDUCATION

# YouTube Bans Kansas School Board's Video Over COVID Comments

YouTube concluded that a video of a recent Kansas school board meeting spread misinformation about COVID-19 and removed it.

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EDUCATION

# Judge: Iowa Superintendent 'Violated Ethical Duty' by Keeping Kids Out of School

Des Moines Supt. Tom Ahart is facing sanctions because his district offered only virtual instruction for two weeks to start the school year.

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SCHOOL & DISTRICT MANAGEMENT, INTERACTIVE

# Data: The Schools Named After Confederate Figures

Since June 2020, Education Week has tracked if & when the over 200 schools named after men with ties to the Confederacy changed their names.

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MOST POPULAR STORIES

1

EQUITY & DIVERSITY, EXPLAINER

# What Is Critical Race Theory, and Why Is It Under Attack?



Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept-and how it's portrayed in political circles.

[Read More](#)



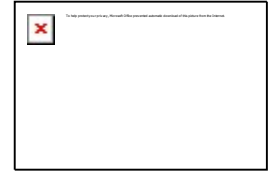
2

EDUCATION

## Teacher Disarmed School Shooter, Hugged Her Until Help Came

Teacher Krista Gneiting calmly disarmed the girl who opened fire in an Idaho middle school, hugging and consoling her until police arrived.

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3

STATES

## Four States Have Placed Legal Limits on How Teachers Can Discuss Race. More May Follow

It's the latest effort by Republican lawmakers in several states to rein in the approach to issues they consider divisive or inappropriate.

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4

SCHOOL & DISTRICT MANAGEMENT

## Florida Commissioner Says 'We Made Sure' Teacher Who Hung Black Lives Matter Flag Was Fired

But the Duval County teacher has not been fired. She's been reassigned to non-teaching duties while the district investigates.

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# 5

CLASSROOM TECHNOLOGY, OPINION

## 'My Online Learning Experience as a Student Is Not So Good'

High school students reveal what they like and don't like about remote learning, and whether they prefer it.

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### EdWeek Top School Jobs

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**From:** [REDACTED]  
**To:** [Communications; SC Superintendent;](#) [REDACTED]  
**Cc:** [Gerrita Postlewait](#)  
**Subject:** Students: the Future of South Carolina  
**Date:** Monday, May 24, 2021 12:51:05 PM

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To My Elected Officials:

As a mother of two children in Charleston County School District, I am writing in regard to the direction of education in South Carolina. There are many issues at hand so this may be rather lengthy. I ask you to listen with an open mind, being willing to challenge your own assumptions. I believe that there is reform that needs to take place on several levels.

**First**, we could save nearly countless dollars if we stop pretending that COVID-19 is going to be fatal to every student and teacher in South Carolina. The plexiglass, mask mandates, social distancing, extra cleanings, and the like are a huge waste of taxpayer dollars. Other than the psychological support they provide to adults who have refused to allow their thinking to evolve with current scientific evidence, they are practically useless. For example, recent research suggests that schools and communities that mandated masks had higher rates of COVID-19 than those that did not have a mask mandate.

Face coverings for the prevention of COVID is unproven and experimental. Without citing any study at all, we can look at mask packaging and see right on the package that they are non-medical and not effective for preventing COVID-19 or other viruses. The government has no place mandating this type of experimental medical prophylactic use in children or adults.

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Social distancing and the extra measures taken to implement it is also a waste of resources. Not only is it ineffective, but what you must realize is that in any given community, children who are forced to mask and social distance at school are also unmasked and spending leisure time together in close proximity after school on a daily basis. That occurs in recreational activities, friend gatherings, churches, etc. What you spend money and time implementing and enforcing during school hours, society unravels it during non-school hours. This is an increasing reality which we can no longer ignore.

If you must put money into COVID-19 prevention measures in consideration for those who feel COVID-19 is a risk that must be mitigated, the money is better spent on increased ventilation or UV cleaning after hours. There are times when my children come home from school and I can actually smell the cleaning chemicals on them as soon as they get into the car. They have been breathing it all day and their clothing and hair is permeated with the smell. I believe that this and the forced masking have contributed to their almost daily headaches this year. The increased headaches are also likely attributable to the increased screen time in the classroom, which leads me to my next item...

**Second**, students need more quality instruction time in the classroom. Over the past years, we have seen increased reliance on YouTube video and app instruction for in-person students. I wish I could say that this was covid-related, but I was informed by a teacher at our local middle school that they started relying on YouTube videos for teaching a few years ago because it was a “big time saver.” Math teaching has been heavily reliant on apps since elementary school. Needless to say, YouTube videos and apps are not what students need when they are sent to school for in-person instruction. It is ineffective and completely undervalues the role of a professional teacher. We are allowing teachers to demote themselves to daycare workers who simply tell students what videos to watch, what apps to use, and what Google forms to complete after viewing. Text books (which taxpayers pay so much money for!) are often no longer used. Our son’s textbooks have been here at our home the entire year; they have not used them at all because lockers/cubbies were not allowed to be used because of COVID. An education without books is a preposterous idea, yet that is exactly what we are facing and being forced to fund. This is happening in the “#1 STEM School in the Nation” that our son attends in Mount Pleasant, and children are suffering for it. Parents like me are tutoring children at home to make up for what they are not learning in the classroom. Other parents are hiring tutors to make up for the lack of teaching in school. It begs the question: what does a parent who does not have the time, money, or education to do this for their child do? I believe that our answer is what you see in the learning gaps where you try to put a CRT band-aid on an injury that requires surgery. ALL of the children of South Carolina deserve more than videos, apps, and Google forms. They need and deserve teachers who care about their education and who value teacher-student interaction and books as a critical component of the education process.

I would love to see you use money allocated to South Carolina to get back to the fundamentals of what students need... an education in the core subjects. While I realize that there are many students who need support in their basic human needs being met, and fully support that intervention on their behalf, we must not forget the primary purpose of SCDE; it is to EDUCATE. Unfortunately, as a community, we have allowed ourselves to get side-tracked to the detriment of our students.

Let us equip and require our teachers to interactively teach our students. Where students need extra academic support, let us give them smaller classroom sizes and in-school tutoring to get individualized and accelerated pacing as appropriate to get them caught back up. Let us NOT spend time and resources telling them that Critical Race Theory is true, that someone is “less than” at the outset due to the color of their skin; instead, let us SHOW them that they are capable of the same things that other students are capable of by HELPING THEM ACHIEVE IT. That starts in the classroom with quality instruction.

**Third**, I appreciate that our school system acknowledges and puts forth great effort to make sure that each student’s basic needs are being met. We all know that children who are hungry, for example, can not learn in the same way that a well-nourished child can. There are situations at home that severely impact a student’s abilities at school. In this way, our school system is forced to step into circumstances that families really should be handling, but unfortunately some families do not or can not. What I see happening, however, is that our school system is beginning to operate as if this is the norm rather than the exception. This results in our school system overreaching to override parental rights. This is extremely problematic. As a parent who cares and pays attention to the education my child is receiving, the actions of SCDE and our local school district, Charleston County, increasingly tell me that you do not want my involvement. You want to tell me in more and more areas what is best for

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**Fourth**, if we continue on the path we are on, we are removing the humanity in education. Government increasingly tells families and parents what we must do, even when it is not their right to do so. Teachers are forsaking teacher-student interaction for technology, indicating that the human component has little place or value in education. Fear-mongering by teachers tells students that they are breathing out COVID and everyone is at risk of killing each other. When we force children to cover their faces, sit behind plexiglass, and then tell them that the student next to them is an enemy because they have the potential to be carrying a virus, we are taking away the very things that make us human.

We must value the humanity of our students and teachers. While I think that has been the goal of SCDE, many of the solutions implemented have had the opposite effect. The need for change is so great that we have decided to remove our children from the public education system of South Carolina because it has become more of a threat than an asylum. Besides all that has been mentioned, we also face inappropriate literature content issues, "Cultural Competency" indoctrination (your words for Critical Race Theory), and other things that have eroded our trust in those who have our children 35 hours each week.

Please see the irony here; not only are children not getting the education they need in the core subjects, that lack of instruction is happening at the expense of an "education" that is in opposition to most families' values. Having said that, my husband and I both grew up and were educated in this great state, and I myself was a child of CCSD, so it is not without a grave sadness that we depart. As a concerned citizen, a parent of two students, and a taxpayer, however, my voice will not go away. I hope that you will be open to hearing from your constituents; we need greater transparency, communication, and cooperation for the sake of the future of South Carolina.

Sincerely,

A large black rectangular redaction box covering the signature area.



**From:** [SC Superintendent](#)  
**To:** [Brown, Ryan](#)  
**Subject:** FW: Students: the Future of South Carolina  
**Date:** Monday, May 24, 2021 1:24:30 PM

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FYI under her second point you could probably count as public comment. Thanks.

Laura

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**From:** [REDACTED]  
**Sent:** Monday, May 24, 2021 12:51 PM  
**To:** Communications <communications@ed.sc.gov>; SC Superintendent <superintendent@ed.sc.gov>; Eric Mack <eric\_mack@charleston.k12.sc.us>; courtenay\_waters@charleston.k12.sc.us; Kate Darby <kate\_darby@charleston.k12.sc.us>; Cindy Bohn-Coats <cindy\_bohn-coats@charleston.k12.sc.us>; Joyce Green <joyce\_green@charleston.k12.sc.us>; Erica Cokley <erica\_cokley@charleston.k12.sc.us>; Helen Frazier <helen\_frazier@charleston.k12.sc.us>; Kristen French <kristen\_french@charleston.k12.sc.us>; Lauren Herterich <lauren\_herterich@charleston.k12.sc.us>  
**Cc:** Gerrita Postlewait <gerrita\_postlewait@charleston.k12.sc.us>  
**Subject:** Students: the Future of South Carolina

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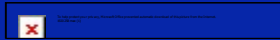
**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Tuesday, May 25, 2021 5:16 AM  
**To:** Spearman, Molly  
**Subject:** Mental Health Problems Loom for the COVID Generation. Here's What Schools Can Do

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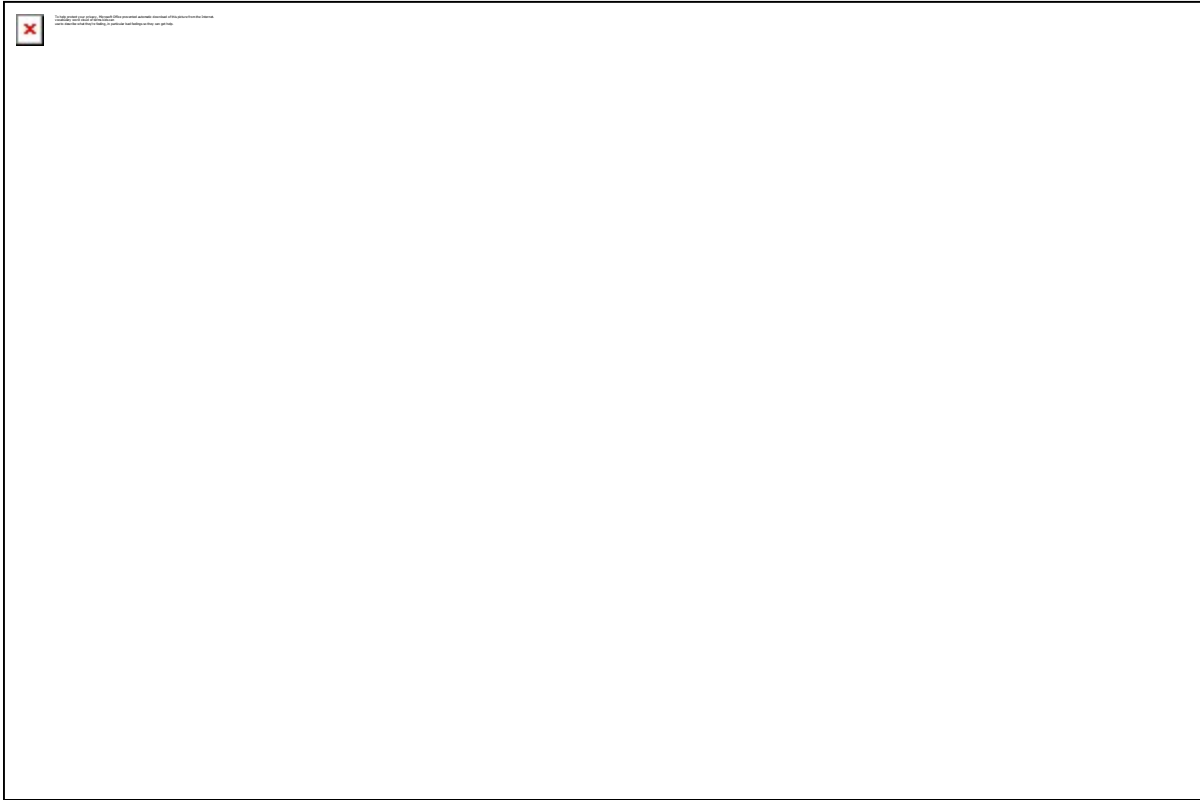


# EdWeek Update

SPECIAL SERIES

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To help schools reset from a exhausting year and prepare for what's ahead, Education Week is launching a 4-part series called "Planning for a Pivotal School Year." [Check out our second installment, all about helping students bounce back.](#)



STUDENT WELL-BEING

# Mental Health Problems Loom for the COVID Generation. Here's What Schools Can Do

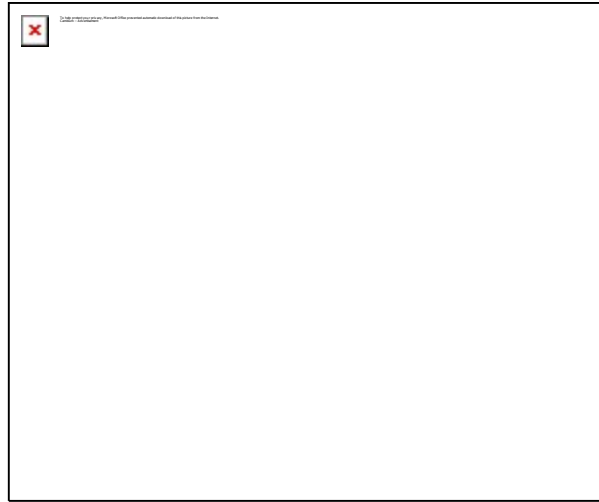
Schools were struggling to meet students' mental health needs before the pandemic disrupted classes. Now those needs have ballooned.

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STUDENT WELL-BEING, DOWNLOAD

## 9 Tips for Creating Effective Community Partnerships Around Students' Mental Health (Downloadable)

Here's how schools can bring together community groups to help fill in service gaps for students with mental health issues.

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## The Latest Science Scores Are Out. The News Isn't Good for Schools

At a time when the pandemic highlights the importance of science, student scores in that subject are either flat or declining on NAEP.

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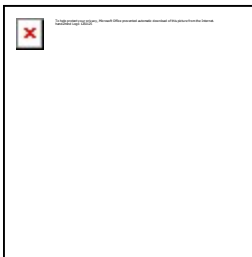
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**From:** Erin Hughes <ehughes@SCSBA.ORG>  
**Sent:** Tuesday, May 25, 2021 10:18 AM  
**Subject:** SCSBA e-Clippings

e-Clippings and Upcoming Events is a publication of the South Carolina School Boards Association

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Tuesday, May 25, 2021



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[MIS-C cases rise in the Lowcountry](#)

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[Public schools gain access to federal COVID relief funds](#)

[Morning News, Florence](#)

[Florence 1 Rocket League player signs with Converse](#)

June 3: [New Board Orientation – Makeup](#)

8-10: [NSBA Advocacy Institute Online](#)

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**Date:** Tuesday, May 25, 2021 3:35:00 PM

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**To:** Communications <communications@ed.sc.gov>; [REDACTED]  
[REDACTED]  
**Subject:** S.C. Department of Education Stakeholder Input on Use of School Emergency Relief Funds

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In reference to how the \$211,205,148 should be used, I suggest the following:

- 1) Hire new teachers/administration. Those that are NOT for CRT or the LQBTP – This should NOT be taught in school and any teacher that supports this should be fired and new teachers hired in their place
- 2) New books that do not have CRT or the far left liberal agenda teachings in them. AMERICAN history and facts only should be taught! And get rid of common core math!!
- 3) Mental health support for all the kids that were bullied and harassed this past year as well as those feeling secluded due to having to stay home all year
- 4) Mental health support for teachers that bullied the kids
- 5) Free breakfast and lunches for all under privileged kids.
- 6) Academic regression support and studies because of restrictions

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**To:** Communications <communications@ed.sc.gov>; [REDACTED]  
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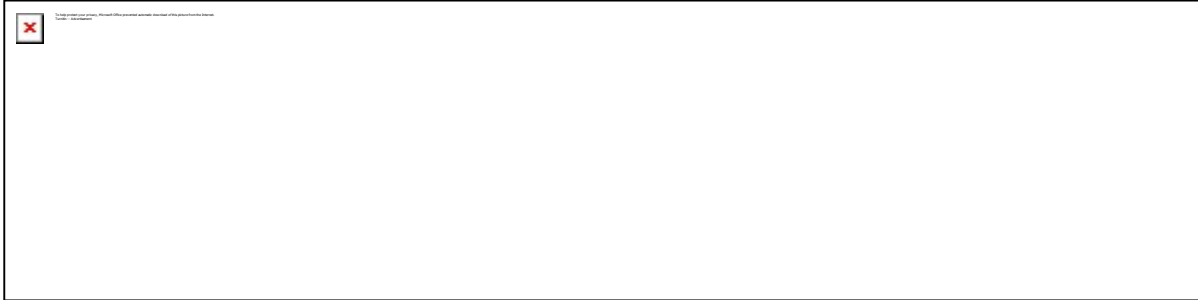


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**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Wednesday, May 26, 2021 5:16 AM  
**To:** Spearman, Molly  
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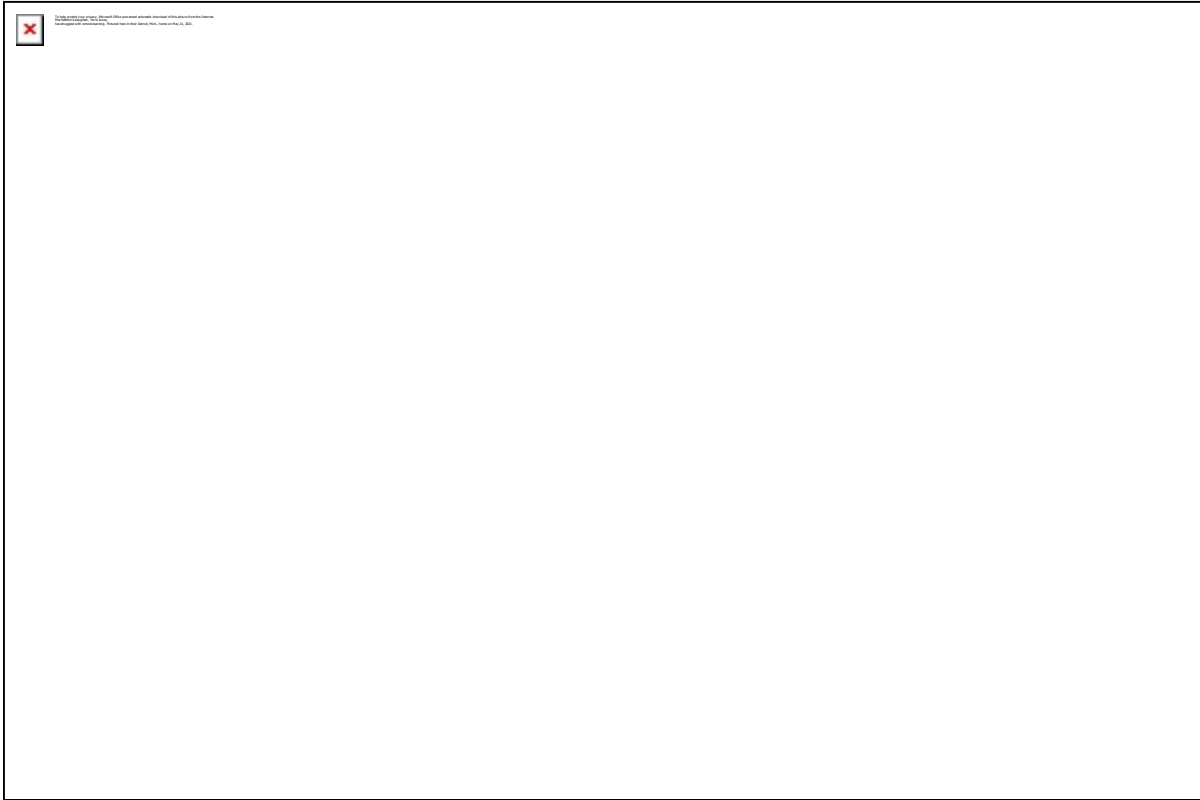


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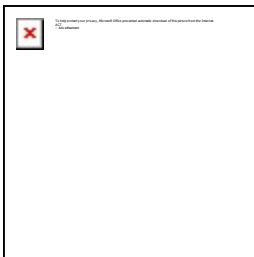
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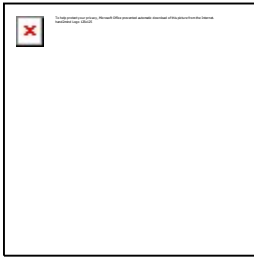
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**Date:** Wednesday, May 26, 2021 11:57:04 AM

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I would like to know if the 1916 project or critical race theory are being taught in any SC school? Thank you!

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**Subject:** Efforts to Root Out Racism in Schools Would Unravel Under 'Critical Race Theory' Bills

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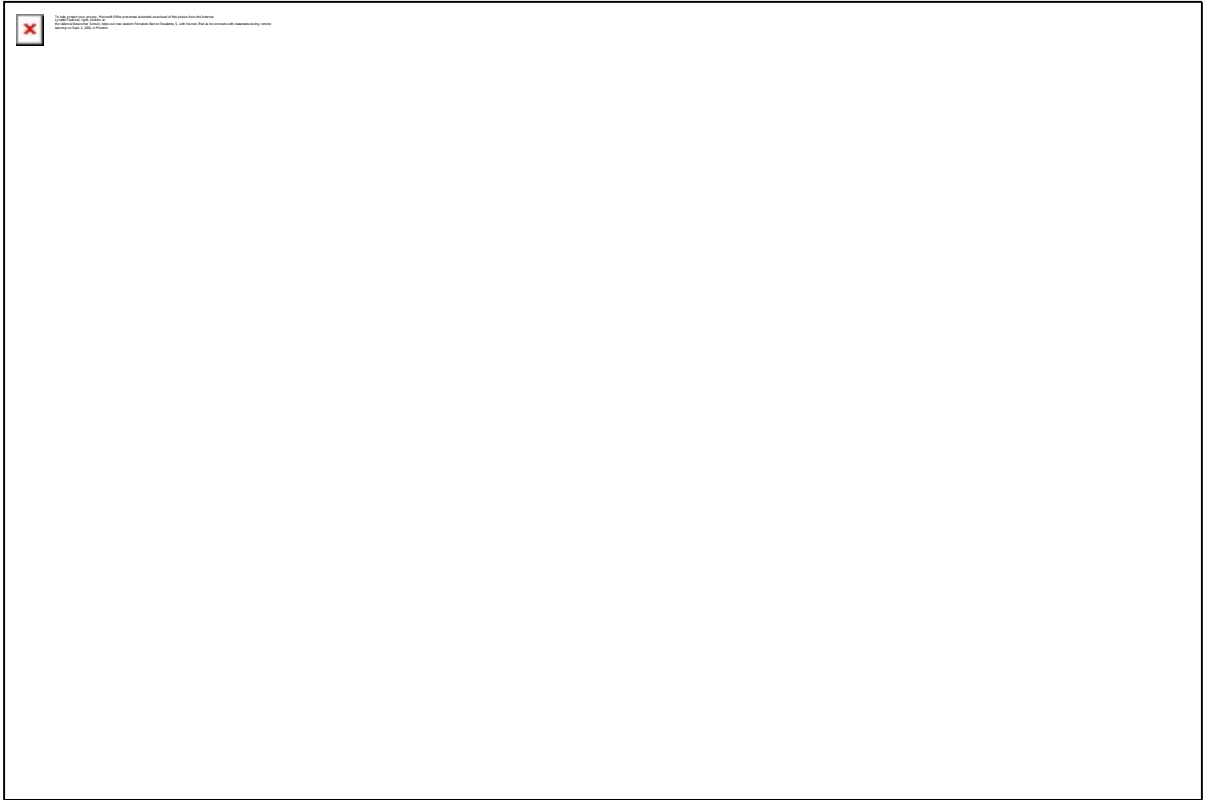


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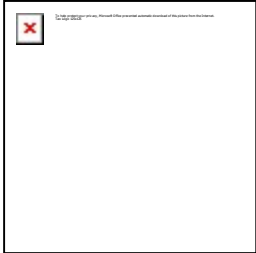
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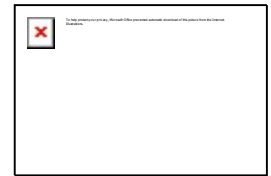


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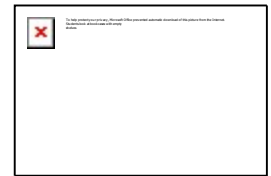
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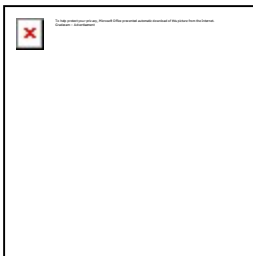
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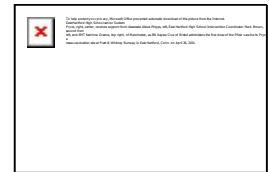
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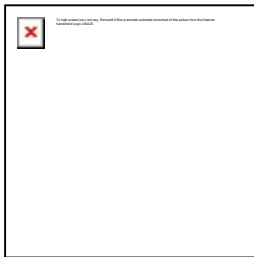


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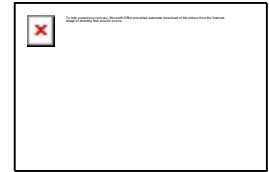
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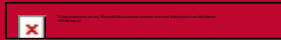
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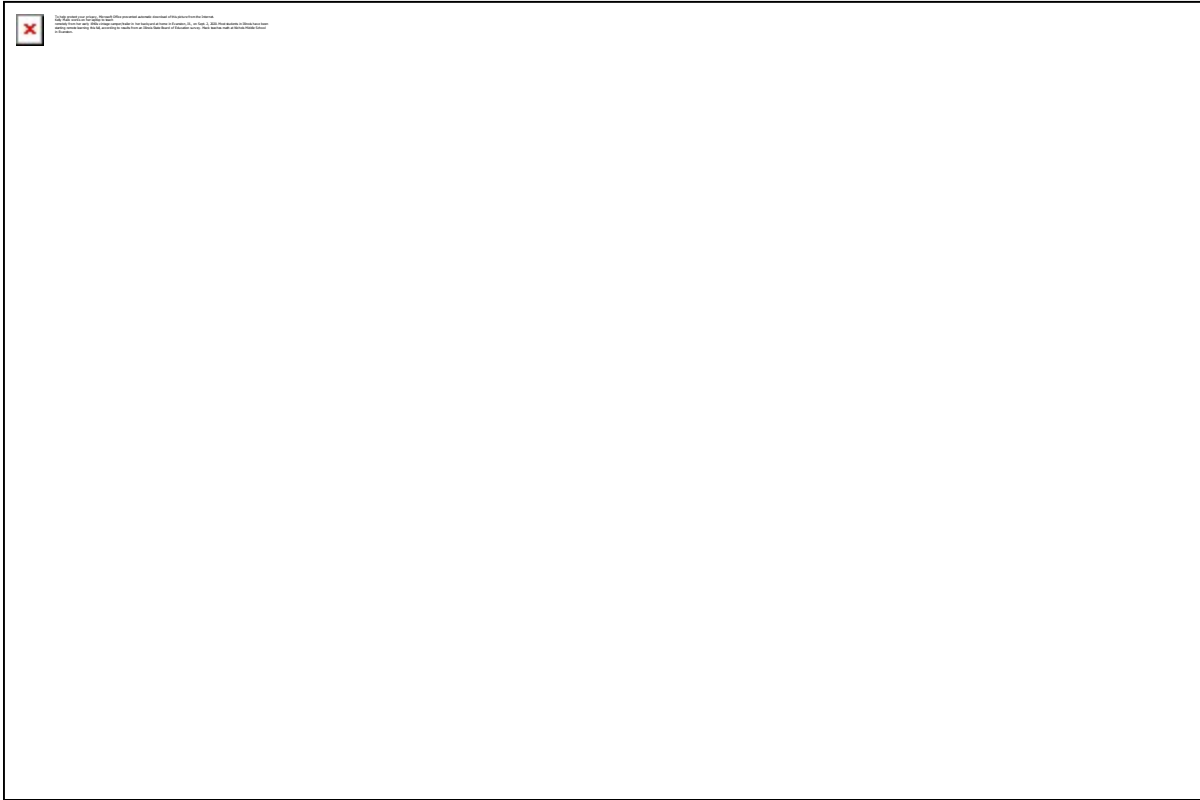


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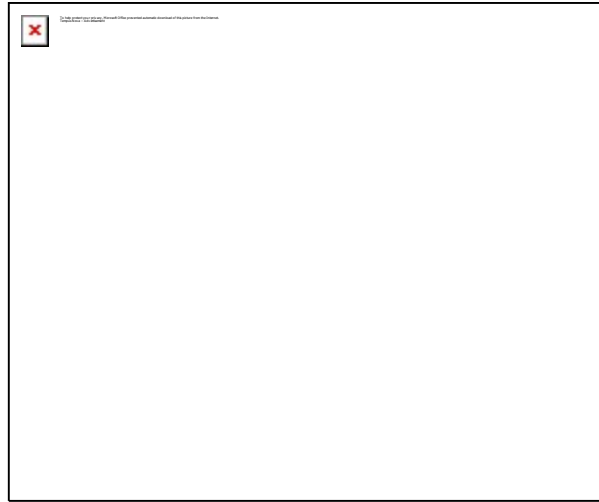
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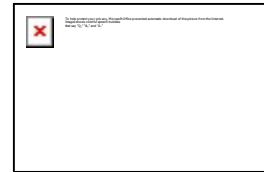


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Students in 5th, 8th, and 12th grades anticipate their transition from pandemic schooling to a new level of education in the fall.

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## What Is Critical Race Theory, and Why Is It Under Attack?

Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept—and how it's portrayed in political circles.

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STUDENT WELL-BEING

## Mental Health Problems Loom for the COVID Generation. Here's What Schools Can Do

Schools were struggling to meet students' mental health needs before the pandemic disrupted classes. Now those needs have ballooned.



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3

STATES

## Four States Have Placed Legal Limits on How Teachers Can Discuss Race. More May Follow

It's the latest effort by Republican lawmakers in several states to rein in the approach to issues they consider divisive or inappropriate.



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SCIENCE

## The Latest Science Scores Are Out. The News Isn't Good for Schools

At a time when the pandemic highlights the importance of science, student scores in that subject are either flat or declining on NAEP.



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SOCIAL STUDIES

## Lawmakers Push to Ban '1619 Project' From Schools

Three states' bills are fanning the flames of the decades-long debate over how to teach American history.



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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** CRT  
**Date:** Thursday, May 27, 2021 9:12:19 PM

---

I am hearing rumors that critical race theory is coming to our schools. Is this true? I don't want to do anything based on rumors so I thought I would ask for the truth.

Thanks

[REDACTED]

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** Critical Race Theory and mandatory covid jabs  
**Date:** Thursday, May 27, 2021 2:51:26 PM

---

> Dear Superintendent Spearman,

>

> As a concerned parent of two children in District 5 schools, I would like to ask you to keep CRT from being taught to our children, and also to prohibit schools from mandating the experimental covid jab to our children.

>>

>> 1. Please keep Critical Race Theory from being taught in our schools. CRT is not factual, but rather an unsubstantiated ideology. It is rooted in Marxism, and teaches children to hate their country and hate each other. It is divisive, teaching children to judge each other based on skin color, rather than character. CRT, is in fact, racist.

>>

>> 2. Please do not mandate the experimental covid jab. It is not even a real vaccine, but gene editing, marketed as a vaccine, so that big pharma can not be held liable for deaths or injuries caused by the jab.

>> Children have a 0% statistical risk of dying from covid and there is no reason they should be subjected to an experimental shot. If adults want to get the shot, they should hypothetically be protected, so there is no reason children should be forced into this. Even if the FDA approves this shot, which I have no doubt they will, because the FDA is nothing more than a long arm of Big Pharma anymore, children should not be mandated to get it. There have been no studies on long term effects, including sterility of birth defects. Our kids are not guinea pigs.

>>

>> Thank you again, and I hope you all have a wonderful Memorial Day weekend.

>>

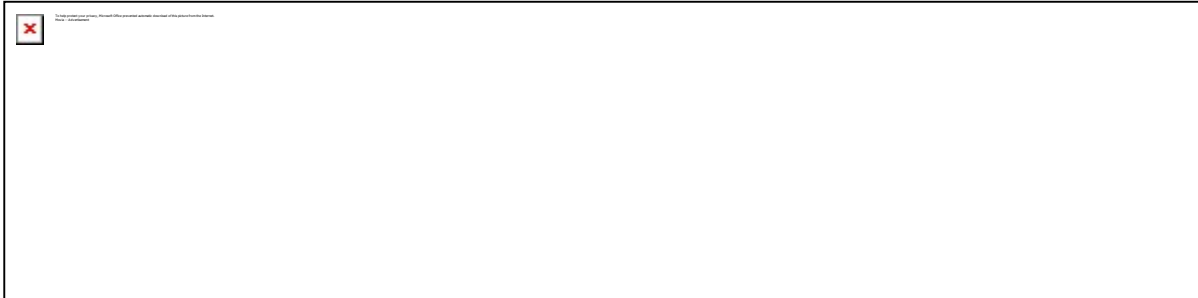
>> [REDACTED]

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**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Friday, May 28, 2021 5:15 AM  
**To:** Spearman, Molly  
**Subject:** The Governor Banned Mask Mandates in Schools. This Superintendent Won't Stop Wearing His

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YOUR DAILY EDUCATION NEWS AND INSIGHT - MAY 28, 2021

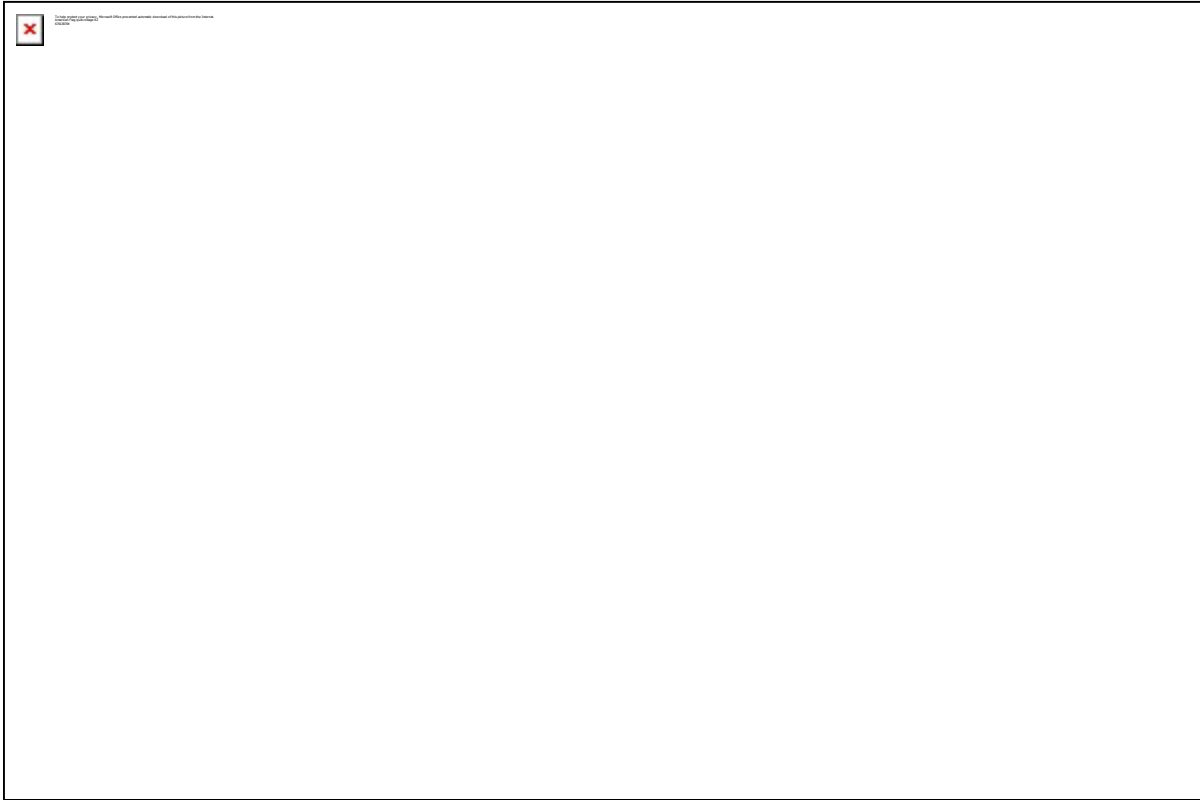


# EdWeek Update

SPECIAL SERIES

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To help schools reset from a exhausting year and prepare for what's ahead, Education Week is launching a 4-part series called "Planning for a Pivotal School Year." [Check out our second installment, all about helping students bounce back.](#)



EQUITY & DIVERSITY

# Critical Race Theory Puts Educators at Center of a Frustrating Cultural Fight Once Again

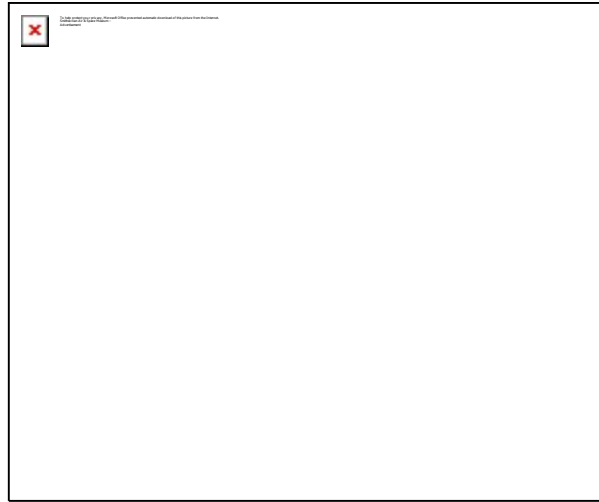
The battle over teaching students about racism shares traits with past conflicts over evolution and sex education—but key differences, too.

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SOCIAL STUDIES

## 'A Conspiracy of Silence': Tulsa Race Massacre Was Absent From Schools for Generations

Many were well into adulthood when they learned Black Wall Street had existed in Tulsa and had been razed in a spree of white violence.

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SCHOOL & DISTRICT MANAGEMENT

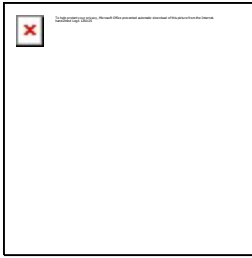
## The Governor Banned Mask Mandates in Schools. This Superintendent Won't Stop Wearing His

Schools in Iowa can't require masks anymore. A small town superintendent keeps his on, and finds most of his school community doing so, too.

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### Engaging Students through Hands-On Learning During the Pandemic

In this whitepaper, we'll focus on the Los Angeles Unified School District (LAUSD), the challenges they faced, and highlight the partnership between LAUSD and hand2mind to create resources that foster and encourage hands-on learning opportunities that would enable LAUSD to keep their Primary Promise to their community. [Download whitepaper](#)

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Students in 5th, 8th, and 12th grades anticipate their transition from pandemic schooling to a new level of education in the fall.

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## As GOP Leaves K-12 Out of Its Infrastructure Plan, Advocates Look for Alternatives

The GOP is proposing \$1 trillion in federal dollars for the nation's infrastructure, but school buildings aren't part of their proposal.

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MARKETPLACE K-12

## The 150 Fastest-Growing Companies in Ed Tech

The GSV EdTech 150, compiled by a prominent investment firm, is meant to capture the world's "most transformational growth companies in digital learning."

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TEACHING, OPINION

## 'There's a Lot of Potential Learning From Teachers Waiting to Happen'

Three educators and researchers share suggestions about how the two groups can better work together.

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STUDENT WELL-BEING, OPINION

## How to Increase Curiosity—and Happiness to Boot

Research suggests that consistent curiosity goes hand in hand with higher ratings of life satisfaction. Here's one way to encourage it.

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Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept—and how it's portrayed in political circles.

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STUDENT ACHIEVEMENT

## Tens of Thousands of Students May Have to Repeat a Grade. Should They?



The prospect of a spike in retentions flies in the face of a broad-based consensus that moving students ahead is usually more effective.

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CLASSROOM TECHNOLOGY

## Teachers: Here Are Tips for Using Your New 'Geeky' Skills to Improve Classroom Management

How educators can use the lessons of the pandemic to reshape classroom management for next school year and beyond.

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EQUITY & DIVERSITY, OPINION

## Critical Race Theory Isn't a Curriculum. It's a Practice

The furor over CRT removes a valuable tool from teachers' hands. And perhaps that's the point.

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CLASSROOM TECHNOLOGY, OPINION

## 'My Online Learning Experience as a Student Is Not So Good'

High school students reveal what they like and don't like about remote learning, and whether they prefer it.

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**From:** EdWeek Tech Leader <newsletters@edweek.org>  
**Sent:** Friday, May 28, 2021 6:00 AM  
**To:** Spearman, Molly  
**Subject:** Lessons Learned From Teachers About How to Develop New Technology Skills

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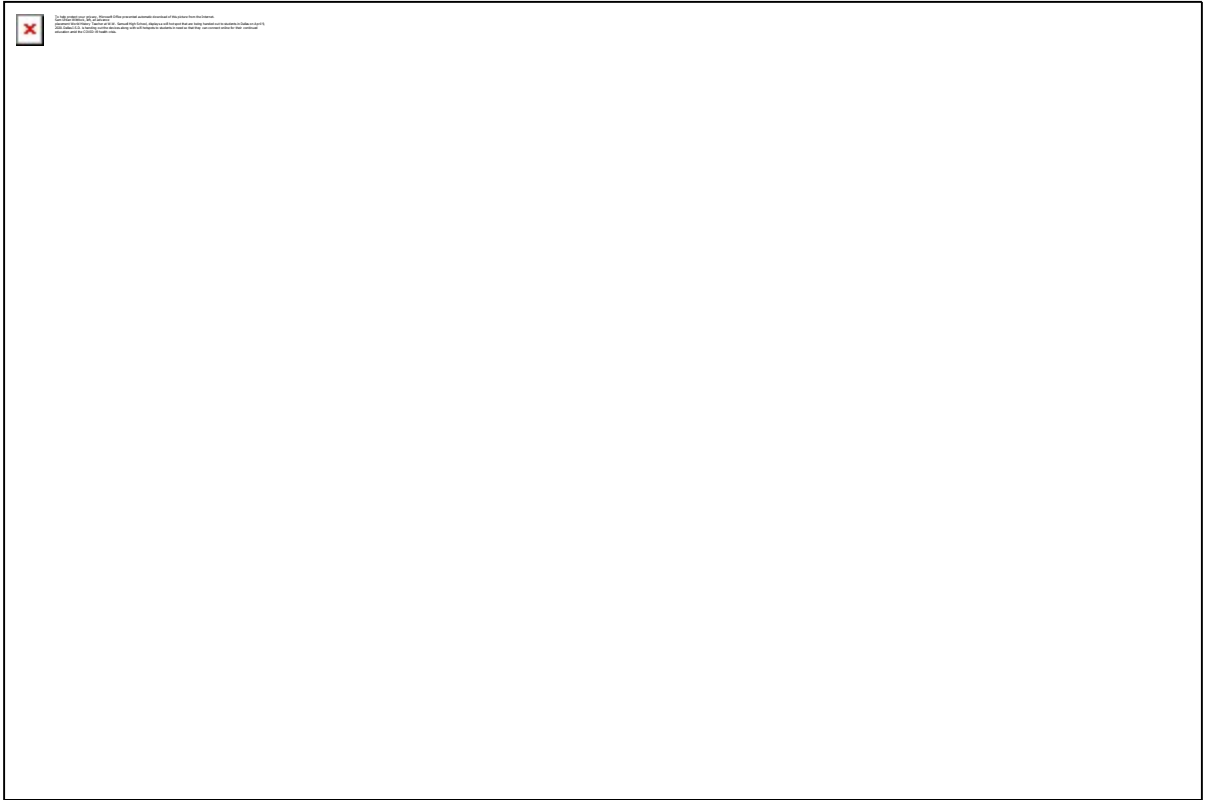
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STRATEGIES AND SOLUTIONS FOR ED-TECH LEADERS - MAY 28, 2021



# EdWeek Tech Leader



CLASSROOM TECHNOLOGY, FROM OUR RESEARCH CENTER

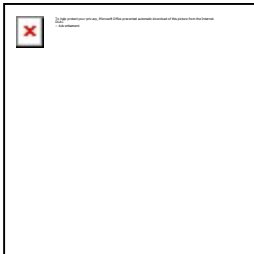
# Most Students Now Have Home Internet Access. But What About the Ones Who Don't?

Here's what school districts, states, and the federal government are doing to improve at-home access to devices and the internet.

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## LESSONS LEARNED

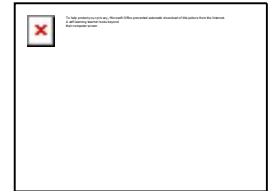
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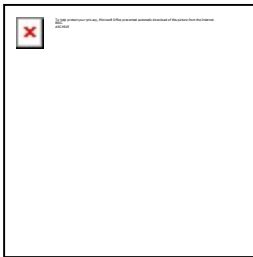
# Lessons Learned From Teachers About How to Develop New Technology Skills

Two teachers who learned new technology skills during the pandemic share how they think schools should rethink professional development.

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### 6 Insights for Educators on Using Databases

Discover how teachers are effectively using databases with insights from educators who use Gale In Context: For Educators to collect, organize, customize, and share classroom instructional materials. [Download whitepaper](#)

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## WHAT YOU NEED TO KNOW

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# The 150 Fastest-Growing Companies in Ed Tech

The GSV EdTech 150, compiled by a prominent investment firm, is meant to capture the world's "most transformational growth companies in digital learning."

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## Stress, Anxiety, Initiative Fatigue ... Oh My! Perhaps It's Time to 'De-Implement'?

We see an increase in stress and anxiety that educators feel but never do anything about it. It's time to talk about de-implementation.

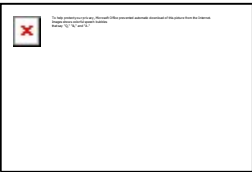
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## Ten Ways I'll Be Teaching Differently Next Year

Larry Ferlazzo shares 10 instructional practices he's developed during the pandemic that he will be continuing into the next school year.

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## The Latest Science Scores Are Out. The News Isn't Good for Schools

At a time when the pandemic highlights the importance of science, student scores in that subject are either flat or declining on NAEP.

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## Remote Learning Becomes a Permanent Choice in This District (School News Network)

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# Principal: How Educators Can Help Prevent Bad Social Media Behavior (SmartBrief)

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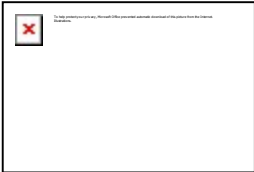
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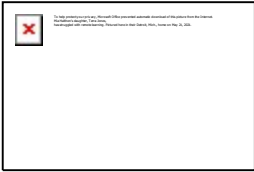
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STUDENT ACHIEVEMENT

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The prospect of a spike in retentions flies in the face of a broad-based consensus that moving students ahead is usually more effective.

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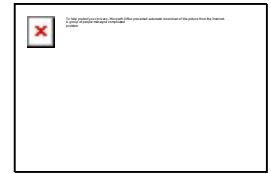
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## Teachers: Here Are Tips for Using Your New 'Geeky' Skills to Improve Classroom Management

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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Ban Critical Race Theory  
**Date:** Friday, May 28, 2021 8:26:28 AM

---

I urge you to follow Texas and ban CRT from SC schools. is a Marxist approach to social philosophy that focuses on reflective assessment and critique of society and culture designed to divide children and create a permanent class of victims and victimizers. Please take this seriously. We should teach real and factual history while still showing ALL children they can be anything they want to be because they are ALL Americans. We should not hold some children responsible for the sins of their forefathers based on skin color. Dr. Martin L. King Jr would be spinning in his grave at this.

..."I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!"

[REDACTED]

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Curriculum Question  
**Date:** Friday, May 28, 2021 10:09:22 AM

---

Is 1619 Project or critical race theory allowed to be taught or introduced in any form in any South Carolina school, classroom, or remote lesson?

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Critical race theory  
**Date:** Friday, May 28, 2021 1:06:10 PM

---

Mrs. Spearman,

I want to keep this short and sweet! I just want to express my concern for the push to include critical race theory in our school systems! There is no place for this in school! It should also not be mandatory for children to get a vaccine that has not been proven to be safe! Please do your job and keep all this outside nonsense out our schools! Kids need to learn about math, reading and science! Politics need to stay out of the schools! I want to keep this short and to the point! If the public school system continues on the path it is on I won't hesitate to look at other better option for my kids! Thank you!!

Sent from my iPhone

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** CRT  
**Date:** Friday, May 28, 2021 3:34:20 PM

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I would like to know that you not allowing Critical Race Theory or anything close to it to be written into the curriculum in SC schools. We are seeing evidence of it already seeping in and we seek to stop it immediately.

[REDACTED]

*Sent with Criptext secure email*

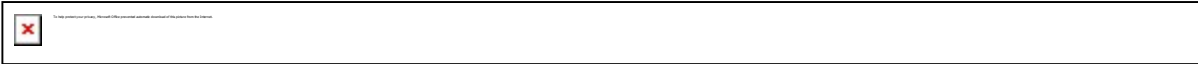
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**From:** The Washington Post <email@washingtonpost.com>  
**Sent:** Saturday, May 29, 2021 12:05 PM  
**To:** Spearman, Molly  
**Subject:** The Post Most: How Trump-era work on 'lab leak' theory led to President Biden's surprising order to probe coronavirus origins



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(Thomas Peter/Reuters)

## How Trump-era work on 'lab leak' theory led to President Biden's surprising order to probe coronavirus origins

Biden has asked intelligence agencies to analyze previously unexamined information about the Wuhan lab that may bolster the suspicions of some former Trump officials.

By Shane Harris and Yasmeen Abutaleb • [Read more »](#)

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**What is critical race theory, and why do Republicans want to ban it in schools?**

By Marisa Iati • [Read more »](#)

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## He lost 14 family members in a single Israeli strike. Now he fears he will lose his wife too.



By Jon Gerberg and Ruby Mellen • [Read more »](#)

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## Vietnam detects highly contagious new coronavirus variant as infections surge

By Katerina Ang • [Read more »](#)

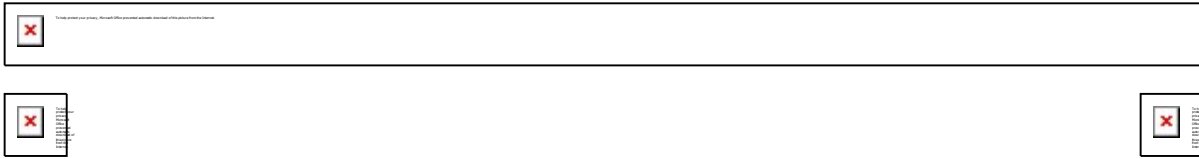
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## The really scary reason Republicans don't want to face the truth about Jan. 6

Opinion • By Karen Tumulty • [Read more »](#)

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## U.S. to reimpose sanctions on Belarus after forced diversion of Ryanair flight

By Amy B Wang • [Read more »](#)

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## My name is Max, and I have a cicada problem



Perspective • By Kevin Ambrose • [Read more »](#)

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## Justice Dept. asks judge to toss lawsuit against Trump, Barr for violent clearing of Lafayette Square

By Spencer S. Hsu • [Read more »](#)

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## Tensions simmer in Tulsa as city commemorates 1921 race massacre

By DeNeen L. Brown • [Read more »](#)

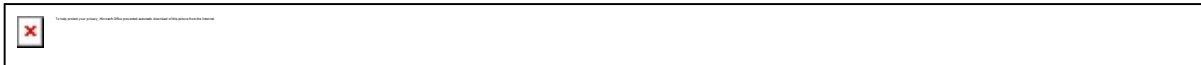
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## GOP senators are ‘all talk and no action,’ mother and partner of fallen officer Brian Sicknick say after Jan. 6 commission is blocked

By Felicia Sonmez and Amy B Wang • [Read more »](#)

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## Remains of 215 Indigenous children discovered at former Canadian residential school site

By Amanda Coletta • [Read more »](#)

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## Democrats grapple with the enemy within: What to do about the filibuster rule that could kill their agenda

By Michael Kranish, Mike DeBonis and Jacqueline Alemany • [Read more »](#)

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## 11 jailers fired for beating, stripping a detainee who died during Texas winter storm

By Meryl Kornfield • [Read more »](#)

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## Overruling ‘Roe v. Wade’ wouldn’t promote the rule of law

Opinion • By Ruth Marcus • [Read more »](#)

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## Our best burger recipes for grilling (and the grill pan), including stuffed, seafood and vegetarian



By Becky Krystal • [Read more »](#)

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## Judge orders ‘special master’ to review Giuliani’s phone, computer records

By Shayna Jacobs • [Read more »](#)

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## Ambassador Rufus Gifford is the reality star who will try to fix America’s image abroad

By Roxanne Roberts • [Read more »](#)

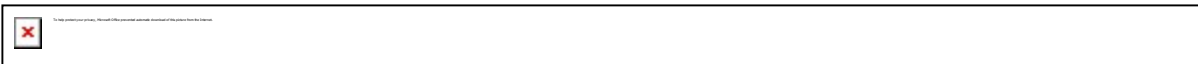
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## Fact Checker: Greene’s ahistorical claim that the Nazis were socialists

Analysis • By Glenn Kessler • [Read more »](#)

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## Weekend reads



(Min Joo Kim/The Washington Post)



# In South Korea's 'healing forest,' the pandemic-stressed compete for the ultimate chill

The winner is the best at putting daily pressures aside. It's an event for our time.

By Min Joo Kim • [Read more »](#)

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## Katherine Johnson of 'Hidden Figures' tells her story in her own words

Review • By Lisa Page • [Read more »](#)

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## Tensions in the U.S. Catholic Church over abortion, race and politics come to a head in a Maryland classroom

By Brittany Renee Mayes • [Read more »](#)



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**From:** The Washington Post <email@washingtonpost.com>  
**Sent:** Sunday, May 30, 2021 12:16 PM  
**To:** Spearman, Molly  
**Subject:** The Post Most: Texas hospital staffers sue over vaccine mandate, saying they don't want to be 'guinea pigs'



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(Mark Felix for The Post)

# 117 staffers sue over Houston hospital's vaccine mandate, saying they don't want to be 'guinea pigs'

Houston Methodist Hospital says 99 percent of its 26,000 employees have received the shots.

By Derek Hawkins • [Read more »](#)

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## Supporters of a tougher line on Israel split over tactics and message

By Sean Sullivan • [Read more »](#)

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## **Boris Johnson says ‘I do’ in private wedding that outfoxes Britain’s media**



By Karla Adam • [Read more »](#)

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## **Texas Senate approves stringent voting restrictions after all-night debate**

By Amy Gardner • [Read more »](#)

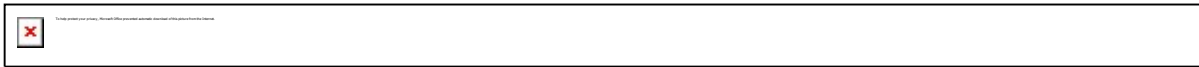
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## **Kamala Harris speaks the truth about race, unafraid**

**Opinion** • By Jonathan Capehart • [Read more »](#)

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## **This concert ticket costs \$18 — or \$1,000 if you’re not vaccinated**

By Hannah Knowles • [Read more »](#)

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## **D.C. police recruits are learning about Black history, go-go music and half-smokes. Leaders think it will make them better officers.**



By Peter Hermann • [Read more »](#)

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## As a negotiator, Biden leaves GOP senators unsure how far he will go

By Seung Min Kim • [Read more »](#)

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## Critical race theory ban leads Oklahoma college to cancel class that taught ‘white privilege’

By Hannah Knowles • [Read more »](#)

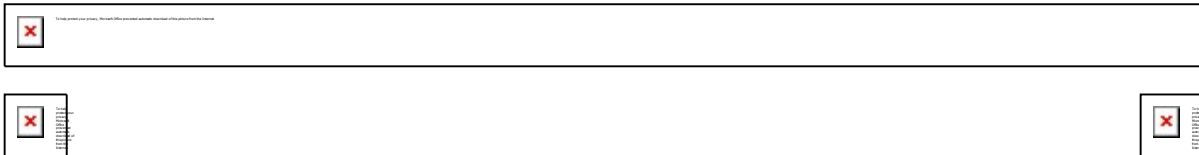
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## With the pandemic receding, you shouldn’t rush to move beyond your experiences of the past year

Perspective • By Steven Petrow • [Read more »](#)

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## A Black death row inmate claims police framed him in quadruple murder. A probe will now reexamine his case.



By Timothy Bella • [Read more »](#)

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## How sobriety strategies can help anxious people reenter society after the pandemic

Perspective • By Erin Shaw Street • [Read more »](#)

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## Colonial hack exposed government’s light-touch oversight of pipeline cybersecurity

By Ellen Nakashima, Lori Aratani and Douglas MacMillan • [Read more »](#)

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## **In homeland of Soviet dictator Stalin, some Georgians still toast him. Others seek to recount a dark past.**

By Inna Lazareva • [Read more »](#)

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## **Ashleigh Barty walked away from tennis to find her way forward. Will other pros follow?**



By Liz Clarke • [Read more »](#)

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## **HIV rates remain stubbornly high in Mississippi, despite falling cases across the U.S.**

By Sarah Fowler • [Read more »](#)

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## **Forget next-gen consoles. The biggest gaming platform is already in your pocket.**

By Shannon Liao • [Read more »](#)

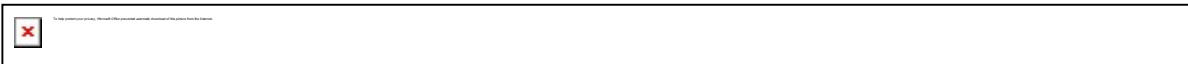
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## **Beware of ‘expert’ consensus. The covid-19 lab leak theory shows why.**

**Opinion** • By Megan McArdle • [Read more »](#)

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## **Weekend reads**



(Michael Parkin for The Post)

# It's wrong to blame 'overpopulation' for climate change

People don't warm the planet -- fossil fuels do.

By Sarah Kaplan • [Read more »](#)

## A county, hit by the pandemic, grapples with soaring crime after spending a decade lowering it.

By Emily Davies, Katie Mettler and Rachel Chason • [Read more »](#)

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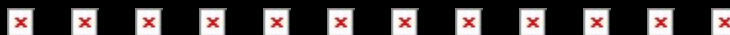
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---

**From:** Brown, Ryan  
**Sent:** Monday, May 31, 2021 10:06 PM  
**To:** Brown, Ryan  
**Subject:** CRC

<https://www.lexingtonchronicle.com/news/should-critical-race-theory-be-taught-here>

Ryan Brown  
Chief Communications Officer  
South Carolina Department of Education  
Office: 803-734-5080  
Cell: 803-206-5254



---

**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Tuesday, June 1, 2021 5:19 AM  
**To:** Spearman, Molly  
**Subject:** What Is Critical Race Theory and Why Are States Banning It?

---

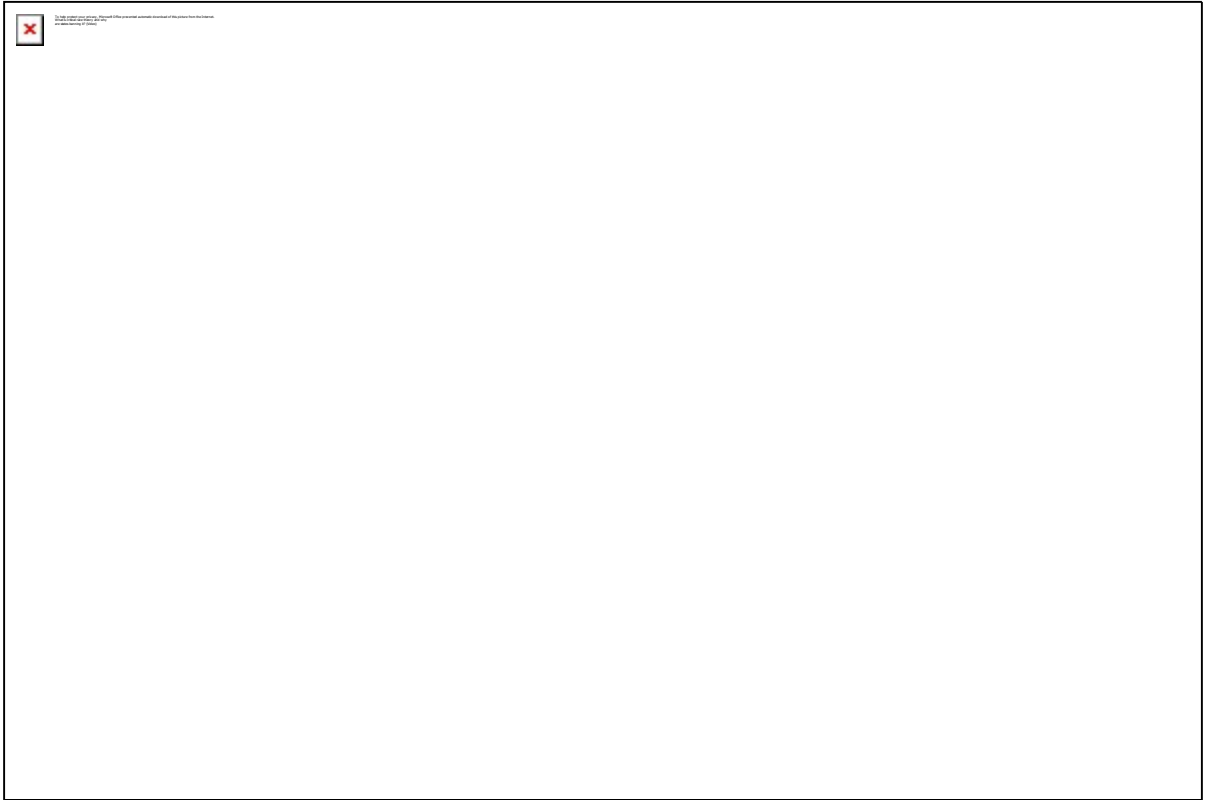
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YOUR DAILY EDUCATION NEWS AND INSIGHT - JUNE 1, 2021



# EdWeek Update



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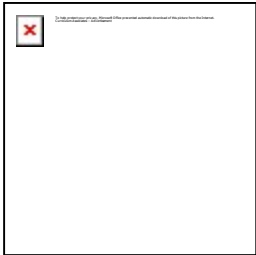
# What Is Critical Race Theory and Why Are States Banning It?

Several state legislatures have severely limited the way teachers can discuss issues of race in the classroom.

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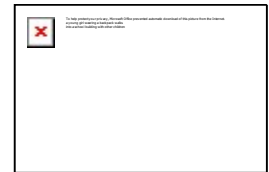


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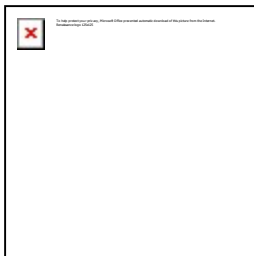
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Has the academic impact of COVID-19 narrowed since last fall? How much progress have students made at each grade level? Get the answers in the all-new How Kids Are Performing report, which helps you answer critical questions about what's next for your students this spring, summer, and beyond. [Download whitepaper](#)

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Illinois school workers physically restrained or secluded nearly 2,400 students more than 15,000 times this school year despite closures.

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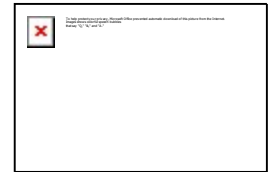


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## The What, Why, & How Of 'Interleaving'

Four educators explain the strategy of "interleaving" and how it applies to classroom practice.

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## Map: Where Are Schools Required to Be Open for the 2020-21 School Year?

This national map tracks each state's mandates or recommendations on K-12 school closures and openings related to the coronavirus.

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Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept—and how it's portrayed in political circles.



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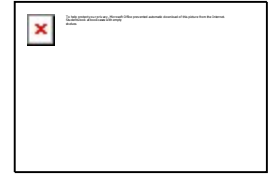


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## Critical Race Theory Isn't a Curriculum. It's a Practice

The furor over CRT removes a valuable tool from teachers' hands. And perhaps that's the point.



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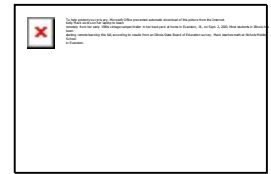


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## New Data on the Ways Full-Time Remote Learners Lost Out

A new report by the RAND Corp. shows that students who were in fully remote schools had less instructional time and worse outcomes.



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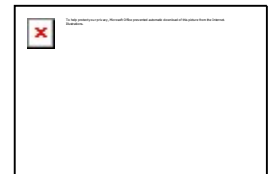


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EQUITY & DIVERSITY

## Efforts to Root Out Racism in Schools Would Unravel Under 'Critical Race Theory' Bills

The bills proposed in more than 15 states would force districts to end initiatives that acknowledge individual and systemic acts of racism.



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SCHOOL & DISTRICT MANAGEMENT, OPINION



# Let's Not Forget the Effect the Pandemic Has Had on Our Teachers and School Leaders

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**From:** Bruder-Brasseur, Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>  
**Sent:** Tuesday, June 1, 2021 11:45 AM  
**To:** Brown, Ryan  
**Subject:** Fwd: MEDIA REQUEST: Critical Race Theory

**Follow Up Flag:** Follow up  
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See below media request. Just checking in to see if you have released a statement yet. Thanks!

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**From:** Bucci, Danae <Danae.Bucci@hearst.com>  
**Sent:** Tuesday, June 1, 2021 11:43 AM  
**To:** Bruder-Brasseur, Candace L  
**Subject:** MEDIA REQUEST: Critical Race Theory

**\*\* WARNING:** This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe. **\*\***

Hey Candace,

I was wondering if you guys had any sort of statement about if you have plans to or not to implement critical race theory?

Thanks,  
Danae

**Danae Bucci**

WJCL 22 News Reporter  
(w) (912)547-4122  
(c) (808)499-5940  
Danae.Bucci@hearst.com

---

**From:** Brown, Ryan  
**Sent:** Tuesday, June 1, 2021 4:17 PM  
**To:** Traywick, Laurie; Nilges, Katie; Spearman, Molly  
**Subject:** Barton Quote on CRT  
**Attachments:** Should critical race theory be taught here\_ \_ Lexington County Chronicle.pdf

This article got pulled down (not sure why) but I was able to find an archived copy.

## Lexington County lawmakers' bill would ban such teaching

Lexington County lawmakers aim to ban teaching critical race theory in public schools. SC Reps. Chris Wooten and Chip Huggins introduced an academic integrity bill H.4343 in the House before this year's session ended.

The bill has wide support and is under consideration in the House Committee on Education and Public Works.

The bill would withhold state tax dollars and bar teaching the widely criticized 1619 Project and critical race theory to public school students.

It would also refuse federal grants for such teaching.

"I am not aware of any monies that have been sought," Huggins said. "That's why we are trying to be ahead of the game."

Melanie Barton, special education advisor to Gov. Henry McMaster, wrote in an email to a citizen that "critical race theory is a belief that our laws and legal institutions are inherently racist and are used by white people to further their economic and political interests at the expense of people of color.

"Gov. McMaster vehemently disagrees with this belief. He also shares your concern that critical race theory is a divisive theory, which should not be used to indoctrinate our children.

"However, unlike governors in other states, the governor of South Carolina cannot through executive order ban specific curriculum from public schools.

"Instead, through legislation, which the governor supports, can South Carolina address the issue.

"There is also a proviso in the state budget that would prevent any state funds allocated to school districts to be expended on instruction or professional development that promotes critical race theory."

*To comment on this, please email [JerryBellune@yahoo.com](mailto:JerryBellune@yahoo.com)*

**Ryan Brown**

**Chief Communications Officer**

**South Carolina Department of Education**

Office: [803-734-5080](tel:803-734-5080)

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This is Google's cache of <https://www.lexingtonchronicle.com/news/should-critical-race-theory-be-taught-here>. It is a snapshot of the page as it appeared on May 31, 2021 21:00:12 GMT. The [current page](#) could have changed in the meantime. [Learn more](#).

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Does critical race theory teach that our laws and courts are inherently racist?

## SHOULD CRITICAL RACE THEORY BE TAUGHT HERE?

Mon, 05/31/2021 - 10:16am

### Lexington County lawmakers' bill would ban such teaching

Lexington County lawmakers aim to ban teaching critical race theory in public schools. SC Reps. Chris Wooten and Chip Huggins introduced an academic integrity bill H.4343 in the House before this year's session ended. The bill has wide support and is under consideration in the House Committee on Education and Public Works. The bill would withhold state tax dollars and bar teaching the widely criticized 1619 Project and critical race theory to public school students. It would also refuse federal grants for such teaching.

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- Yes
- No

"I am not aware of any monies that have been sought," Huggins said. "That's why we are trying to be ahead of the game."

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One of the best parts of the season is grilling fare like burgers, hot dogs and fish vegetables.

Hot Days with a Tasty Tart

Hot Days with a Tasty Tart

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**3 Grilling Hacks for Delicious, Plant-Based Summer Menus**  
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**Tolerate Hot Days with a Tasty Tart**  
 This Strawberry Cream Cheese Tart  
 recipe can give the kids something  
 to look forward to as a dish the  
 whole family can participate in  
 creating.



**A Cobbler Full of Summer Flavors**  
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**From:** Brown, Ryan  
**Sent:** Tuesday, June 1, 2021 5:27 PM  
**To:** Brown, Ryan  
**Subject:** To do  
**Attachments:** Critical Race Theory.docx

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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## **Critical Race Theory**

The mission of the South Carolina Department of Education is to ensure that every child, regardless of location or demographics, graduates prepared for success in college, careers, and citizenship.

Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens that we want them to become.

The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seek to promote CRT amongst South Carolina educators.

Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a true appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

Now more than ever, we must remain focused on our mission and not be hindered by any ideologies or agendas that seek to distract us.

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: Curriculum Question  
**Date:** Tuesday, June 1, 2021 8:57:43 PM

---

Do I need to submit a FOIA for this information?

On Friday, May 28, 2021, 10:09:14 AM EDT, [REDACTED] wrote:

Is 1619 Project or critical race theory allowed to be taught or introduced in any form in any South Carolina school, classroom, or remote lesson?

---

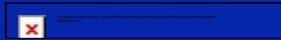
**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Wednesday, June 2, 2021 5:19 AM  
**To:** Spearman, Molly  
**Subject:** Forbidding Remote Learning: Why Some Schools Won't Offer a Virtual Option This Fall

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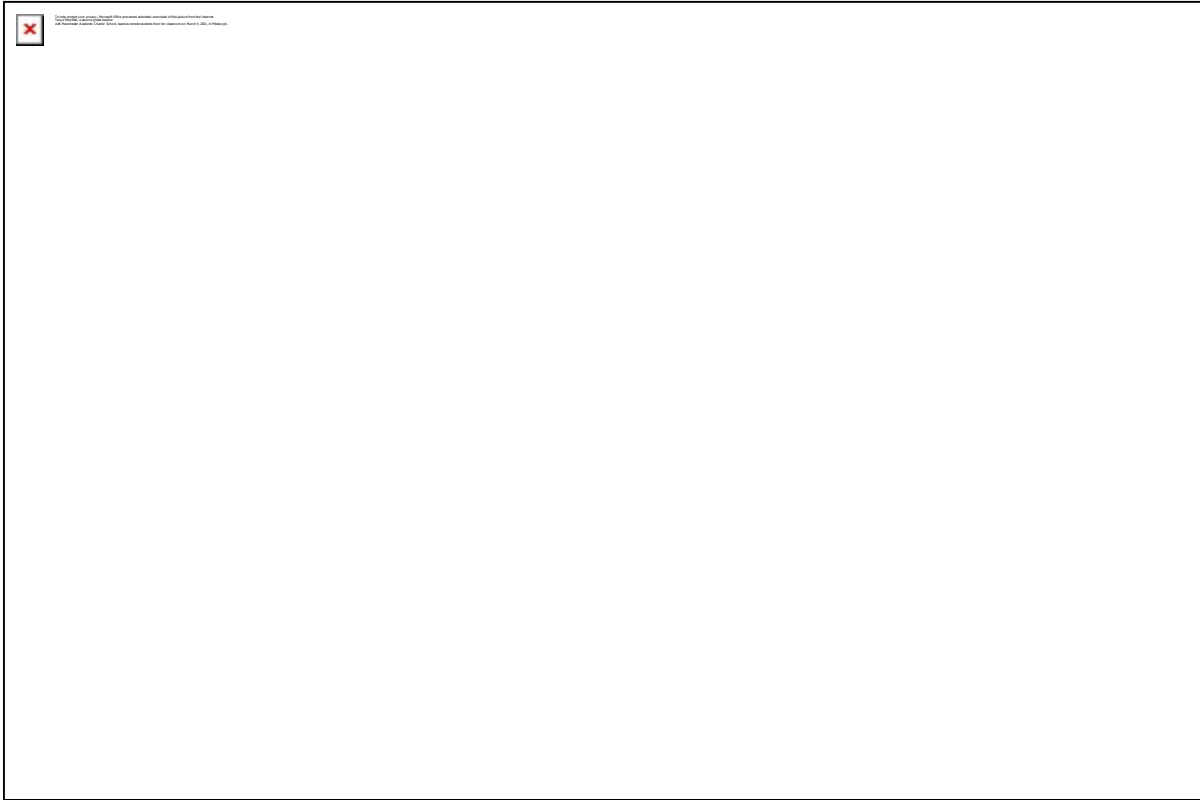


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# EdWeek Update





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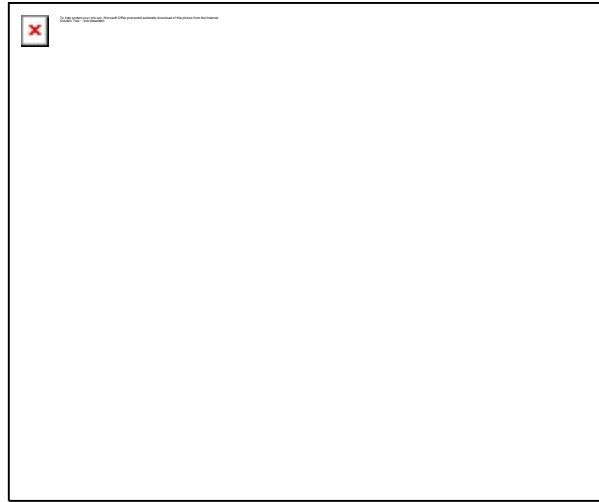
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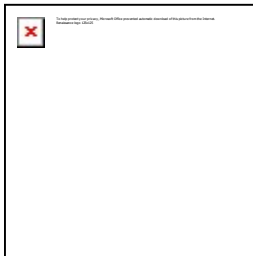
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Has the academic impact of COVID-19 narrowed since last fall? How much progress have students made at each grade level? Get the answers in the all-new How Kids Are Performing report, which helps you answer critical questions about what's next for your students this spring, summer, and beyond. [Download whitepaper](#)

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**From:** [REDACTED]  
**To:** [Ed, SCSupt](#); [SC Superintendent](#); [Molly Spearman](#)  
**Subject:** SC Schools  
**Date:** Wednesday, June 2, 2021 9:13:10 AM

---

Please! Help SC Say NO to Critical Race Theory in the classroom! CRT is a Marxist theory and will only cause further division in the hearts and minds of people young and old. This cannot become a part of the curriculum in schools in SC. We must also keep LGBT teaching out of our school systems! I am not against equality and kind treatment of all, but we cannot allow these types of subject matter into our schools! Stick with Math, reading, Writing, Science, History. The school must leave these subjects out of the curriculum. Help us!

--

[REDACTED]  
"Don't be Sorry, Do Something."

**From:** [REDACTED]  
**To:** [Gregory Little](#)  
**Cc:** [Mike Anderson](#); [Jada Garris](#); [Richard Guyton](#); [Anne Marie Green](#); [Kathy Henson](#); [Tim Oswald](#); [Brent M. Powers](#); [governor@sc.lmhostedig.com](#); [Molly Spearman](#); [Ed, SCSupt](#); [AWalters@qcsd.k12.sc.us](#); [MBrenan@bbandt.com](#); [chap5971@gmail.com](#); [chinze@bellsouth.net](#); [cstapleton@bsd45.net](#); [cynthiaadowns@bellsouth.net](#); [delaneykay@yahoo.com](#); [dwhitem@bellsouth.net](#); [ibutzon@sc.rr.com](#); [JR Green](#); [jpearson28@bellsouth.net](#); [jsenglish63@gmail.com](#); [kobrovskyl@bellsouth.net](#); [sallierlee@gmail.com](#); [twest@columbiasc.edu](#); [valareecsmith@netscape.net](#); [kristi woodall](#)  
**Subject:** Re: Good Afternoon  
**Date:** Wednesday, June 2, 2021 9:17:16 AM

---

To Whom It May Concern and to those willing to listen,

Please! Help SC Say NO to Critical Race Theory in the classroom! CRT is a Marxist theory and will only cause further division in the hearts and minds of people young and old. This cannot become a part of the curriculum in schools in SC. We must also keep LGBT teaching out of our school systems! I am not against equality and kind treatment of all, but we cannot allow these types of subject matter into our schools! Stick with Math, reading, Writing, Science, History. The school must leave these subjects out of the curriculum. Listen to the parents, no the media.

Keep these subject matters out of our schools!

[REDACTED]

"Don't be Sorry, Do Something."



**From:** [jbutzon](#)  
**To:** [REDACTED]; [Gregory Little](#)  
**Cc:** [Mike Anderson](#); [Jada Garris](#); [Richard Guyton](#); [Anne Marie Green](#); [Kathy Henson](#); [Tim Oswald](#); [Brent M. Powers](#); [governor@sc.lmhostediq.com](#); [Molly Spearman](#); [Ed, SCSupt](#); [AWalters@gcsd.k12.sc.us](#); [MBrenan@bbandt.com](#); [chap5971@gmail.com](#); [chinze@bellsouth.net](#); [cstapleton@bsd45.net](#); [cynthiaadowns@bellsouth.net](#); [delaneykay@yahoo.com](#); [dwhitem@bellsouth.net](#); [JR Green](#); [jpearson28@bellsouth.net](#); [jsenglish63@gmail.com](#); [kobrovskyl@bellsouth.net](#); [sallierlee@gmail.com](#); [twest@columbiasc.edu](#); [valareecsmith@netscape.net](#); [kristi woodall](#)  
**Subject:** Re: Good Afternoon  
**Date:** Wednesday, June 2, 2021 10:42:56 AM

---

I must respectfully disagree on both topics. But Id like to hear the rationale for CRT being a Marxist theory.

Sent from my T-Mobile 4G LTE Device

----- Original message -----

**From:** [REDACTED]  
**Date:** 6/2/21 09:17 (GMT-05:00)  
**To:** Gregory Little <[GLittle@lexington1.net](mailto:GLittle@lexington1.net)>  
**Cc:** Mike Anderson <[meanderson@lexington1.net](mailto:meanderson@lexington1.net)>, Jada Garris <[JadaGarris@aol.com](mailto:JadaGarris@aol.com)>, Richard Guyton <[rguyton@lexington1.net](mailto:rguyton@lexington1.net)>, Anne Marie Green <[amgreen@lexington1.net](mailto:amgreen@lexington1.net)>, Kathy Henson <[khensonlex1board@gmail.com](mailto:khensonlex1board@gmail.com)>, Tim Oswald <[tfoswald@gmail.com](mailto:tfoswald@gmail.com)>, "Brent M. Powers" <[Brent.M.Powers.Lex1@twc.com](mailto:Brent.M.Powers.Lex1@twc.com)>, [governor@sc.lmhostediq.com](mailto:governor@sc.lmhostediq.com), Molly Spearman <[molly@mollyspearman.com](mailto:molly@mollyspearman.com)>, [scsupted@ed.sc.gov](mailto:scsupted@ed.sc.gov), [AWalters@gcsd.k12.sc.us](mailto:AWalters@gcsd.k12.sc.us), [MBrenan@bbandt.com](mailto:MBrenan@bbandt.com), [chap5971@gmail.com](mailto:chap5971@gmail.com), [chinze@bellsouth.net](mailto:chinze@bellsouth.net), [cstapleton@bsd45.net](mailto:cstapleton@bsd45.net), [cynthiaadowns@bellsouth.net](mailto:cynthiaadowns@bellsouth.net), [delaneykay@yahoo.com](mailto:delaneykay@yahoo.com), [dwhitem@bellsouth.net](mailto:dwhitem@bellsouth.net), [jbutzon@sc.rr.com](mailto:jbutzon@sc.rr.com), [jgreen@fairfield1.org](mailto:jgreen@fairfield1.org), [jpearson28@bellsouth.net](mailto:jpearson28@bellsouth.net), [jsenglish63@gmail.com](mailto:jsenglish63@gmail.com), [kobrovskyl@bellsouth.net](mailto:kobrovskyl@bellsouth.net), [sallierlee@gmail.com](mailto:sallierlee@gmail.com), [twest@columbiasc.edu](mailto:twest@columbiasc.edu), [valareecsmith@netscape.net](mailto:valareecsmith@netscape.net), [kristi woodall <woodallk@bellsouth.net](mailto:kristi woodall <woodallk@bellsouth.net)>  
**Subject:** Re: Good Afternoon

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Keep these subject matters out of our schools!

--

[REDACTED]

"Don't be Sorry, Do Something."



**From:** [SC Superintendent](#)  
**To:** [Brown, Ryan](#); [Nilges, Katie](#)  
**Subject:** FW: Good Afternoon  
**Date:** Wednesday, June 2, 2021 10:45:41 AM

---

Mr. Butzon has engaged.

---

**From:** jbutzon <jbutzon@sc.rr.com>  
**Sent:** Wednesday, June 2, 2021 10:43 AM  
**To:** [REDACTED] Gregory Little <GLittle@lexington1.net>  
**Cc:** Mike Anderson <meanderson@lexington1.net>; Jada Garris <JadaGarris@aol.com>; Richard Guyton <rguyton@lexington1.net>; Anne Marie Green <amgreen@lexington1.net>; Kathy Henson <khensonlex1board@gmail.com>; Tim Oswald <tfoswald@gmail.com>; Brent M. Powers <Brent.M.Powers.Lex1@twc.com>; governor@sc.lmhostediq.com; Molly Spearman <molly@mollyspearman.com>; Ed, SCSupt <SCSuptEd@ed.sc.gov>; AWalters@gcsd.k12.sc.us; MBrenan@bbandt.com; chap5971@gmail.com; chinze@bellsouth.net; cstapleton@bsd45.net; cynthiaadowns@bellsouth.net; delaneykay@yahoo.com; dwhitem@bellsouth.net; JR Green <jgreen@fairfield1.org>; jpearson28@bellsouth.net; jsenglish63@gmail.com; kobrovskyl@bellsouth.net; sallierlee@gmail.com; twest@columbiasc.edu; valareecsmith@netscape.net; kristi woodall <woodallk@bellsouth.net>  
**Subject:** Re: Good Afternoon

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Keep these subject matters out of our schools!

--



"Don't be Sorry, Do Something."

**From:** [Carl Hinze](#)  
**To:** [jbutzon](#)  
**Cc:** [REDACTED]; [Gregory Little](#); [Mike Anderson](#); [Jada Garris](#); [Richard Guyton](#); [Anne Marie Green](#); [Kathy Henson](#); [Tim Oswald](#); [Brent M. Powers](#); [governor@sc.lmhostediq.com](#); [Molly Spearman](#); [Ed, SCSupt](#); [AWalters@gcsd.k12.sc.us](#); [MBrenan@bbandt.com](#); [chap5971@gmail.com](#); [cstapleton@bsd45.net](#); [cynthiaadowns@bellsouth.net](#); [delaneykay@yahoo.com](#); [dwhitem@bellsouth.net](#); [JR Green](#); [jpearson28@bellsouth.net](#); [jsenglish63@gmail.com](#); [kobrovskyl@bellsouth.net](#); [sallierlee@gmail.com](#); [twest@columbiasc.edu](#); [valareecsmith@netscape.net](#); [kristi woodall](#)  
**Subject:** Re: Good Afternoon  
**Date:** Wednesday, June 2, 2021 11:40:49 AM

---

Thanks I agree with you Jon!

Sent from my iPhone

On Jun 2, 2021, at 10:42 AM, jbutzon <jbutzon@sc.rr.com> wrote:

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--



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**From:** [REDACTED]  
**To:** [Carl Hinze](mailto:Carl.Hinze)  
**Cc:** [AWalters@gcsd.k12.sc.us](mailto:AWalters@gcsd.k12.sc.us); [Anne Marie Green](mailto:Anne.Marie.Green); [Brent M. Powers](mailto:Brent.M.Powers); [Gregory Little](mailto:Gregory.Little); [JR Green](mailto:JR.Green); [Jada Garris](mailto:Jada.Garris); [Kathy Henson](mailto:Kathy.Henson); [MBrenan@bbandt.com](mailto:MBrenan@bbandt.com); [Mike Anderson](mailto:Mike.Anderson); [Molly Spearman](mailto:Molly.Spearman); [Richard Guyton](mailto:Richard.Guyton); [Tim Oswald](mailto:Tim.Oswald); [chap5971@gmail.com](mailto:chap5971@gmail.com); [cstapleton@bsd45.net](mailto:cstapleton@bsd45.net); [cynthiaadowns@bellsouth.net](mailto:cynthiaadowns@bellsouth.net); [delaneykay@yahoo.com](mailto:delaneykay@yahoo.com); [dwhittem@bellsouth.net](mailto:dwhittem@bellsouth.net); [governor@sc.lmhostedig.com](mailto:governor@sc.lmhostedig.com); [jbutzon](mailto:jbutzon); [jpearson28@bellsouth.net](mailto:jpearson28@bellsouth.net); [jsenglish63@gmail.com](mailto:jsenglish63@gmail.com); [kobrovskyl@bellsouth.net](mailto:kobrovskyl@bellsouth.net); [kristi woodall](mailto:kristi.woodall); [sallierlee@gmail.com](mailto:sallierlee@gmail.com); [Ed, SCSupt](mailto:Ed_SCSupt); [twest@columbiasc.edu](mailto:twest@columbiasc.edu); [valareecsmith@netscape.net](mailto:valareecsmith@netscape.net)  
**Subject:** Re: Good Afternoon  
**Date:** Wednesday, June 2, 2021 3:46:32 PM

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Critical Race Theory is a twisted and vile philosophy. Unfortunately, it's gaining some traction in this current era of "wokeness" and virtue signaling. It's actually rooted in Marxism, so let's start there...

In overly simplistic terms, Marxism contends that there's a struggle between "classes" of people. For example, those who are wealthy vs. those who aren't. Or business owners vs. the workers they employ, etc.

Marxism claims – again, in basic terms – that one "class" of people got where they are by exploiting the other. And that a revolution is necessary for the "have nots" to rise up, abolish capitalism, and seize control of the means of production. It doesn't need to be a violent revolution, but instead could be a slow & gradual shift from capitalism to socialism – which is (not coincidentally) what liberals are working hard on here in America. From there it's on to communism.

So how does this relate to Critical Race Theory?

Like Marxism, Critical Race Theory separates people into two classes: people with white skin vs. everyone else. It frequently refers to "whiteness" and "white beliefs." Critical Race Theory asserts that people with white skin are inherently racist not because of their actions, words, or what they actually believe in their heart, but instead BY VIRTUE OF THEIR SKIN COLOR! (Which oddly enough is a racist belief.)

Critical Race Theory (CRT) believes that America was founded on racism, and that systemic racism continues to permeate every aspect of our history & society. Also like Marxism, it calls for a revolution; this one to overthrow and destroy what it calls "white power structures" and "white cultural values."

As one observer wrote, Critical Race Theory also seeks to "force white people to continually and publicly confess their collective and individual 'sins' with no hope of forgiveness, redemption, or acceptance in the new revolutionary society." (That's from the Center for Renewing America.)

Today, there are countless examples of the CRT being infused throughout public education, popular culture, corporations, and government agencies. It has to stop! Skin color should NEVER be used to classify someone as "oppressed" or an "oppressor" while blatantly ignoring content of character.

Yes, our history – even recent history – includes some horrible injustices that we must learn and grow from, but Critical Race Theory is a \*sick and dangerous\* way of looking at that history and our path forward. It needs to face strong and bold opposition everywhere it rears

its ugly head.



On Wed, Jun 2, 2021 at 11:40 AM Carl Hinze <[chinze@bellsouth.net](mailto:chinze@bellsouth.net)> wrote:

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Sent from my iPhone

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Cc: Mike Anderson <[meanderson@lexington1.net](mailto:meanderson@lexington1.net)>, Jada Garris

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Marie Green <[amgreen@lexington1.net](mailto:amgreen@lexington1.net)>, Kathy Henson

<[khensonlex1board@gmail.com](mailto:khensonlex1board@gmail.com)>, Tim Oswald <[tfoswald@gmail.com](mailto:tfoswald@gmail.com)>,

"Brent M. Powers" <[Brent.M.Powers.Lex1@twc.com](mailto:Brent.M.Powers.Lex1@twc.com)>,

[governor@sc.lmhostediq.com](mailto:governor@sc.lmhostediq.com), Molly Spearman

<[molly@mollyspearman.com](mailto:molly@mollyspearman.com)>, [scsupted@ed.sc.gov](mailto:scsupted@ed.sc.gov),

[AWalters@gcsd.k12.sc.us](mailto:AWalters@gcsd.k12.sc.us), [MBrenan@bbandt.com](mailto:MBrenan@bbandt.com), [chap5971@gmail.com](mailto:chap5971@gmail.com),

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[delaneykay@yahoo.com](mailto:delaneykay@yahoo.com), [dwhitem@bellsouth.net](mailto:dwhitem@bellsouth.net), [jbutzon@sc.rr.com](mailto:jbutzon@sc.rr.com), JR

Green <[jgreen@fairfield1.org](mailto:jgreen@fairfield1.org)>, [jpearson28@bellsouth.net](mailto:jpearson28@bellsouth.net),

[jsenglish63@gmail.com](mailto:jsenglish63@gmail.com), [kobrovskyl@bellsouth.net](mailto:kobrovskyl@bellsouth.net), [sallierlee@gmail.com](mailto:sallierlee@gmail.com),

[twest@columbiasc.edu](mailto:twest@columbiasc.edu), [valareecsmith@netscape.net](mailto:valareecsmith@netscape.net), kristi woodall

<[woodallk@bellsouth.net](mailto:woodallk@bellsouth.net)>

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--



"Don't be Sorry, Do Something."

---

**From:** Brown, Ryan  
**Sent:** Wednesday, June 2, 2021 5:13 PM  
**To:** Brown, Ryan  
**Subject:** CRT

## **Critical Race Theory**

Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens that we want them to become.

The choices we make, the selection of our education standards, and the setting of the curriculum used in our classrooms have no business being handed down from Washington D.C., Los Angeles, or New York. These decisions should be made at the state and the community level by South Carolinians.

The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seeks to promote CRT amongst South Carolina educators.

Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, careers, and citizenship and not be hindered by any ideologies or agendas that seek to distract us.

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)

Cell: [803-206-5254](tel:803-206-5254)

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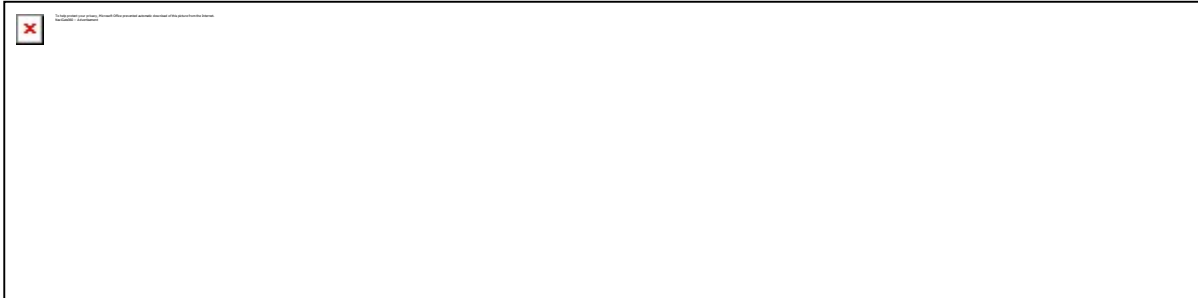


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**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Thursday, June 3, 2021 5:19 AM  
**To:** Spearman, Molly  
**Subject:** Vaccinated Staff at 'Exceedingly Low' Risk of Getting COVID-19 From Unvaccinated Students

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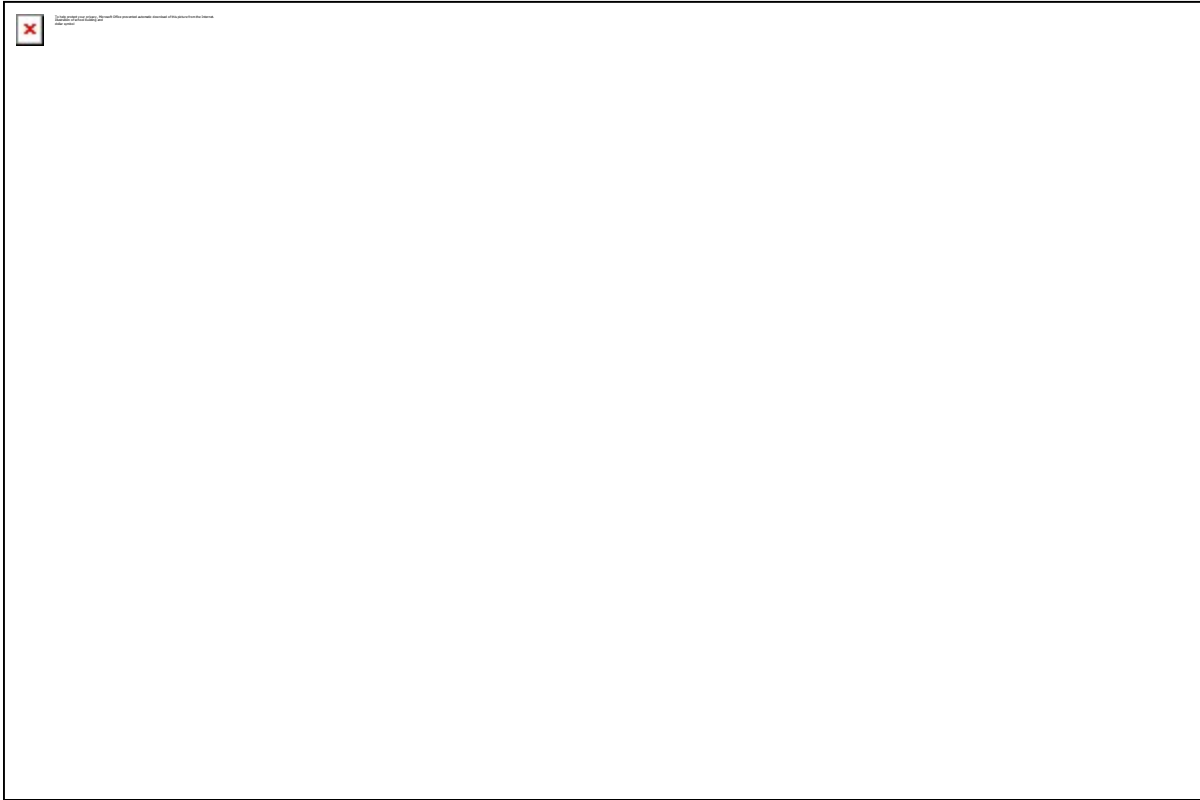
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# EdWeek Update



BUDGET & FINANCE, FROM OUR RESEARCH CENTER

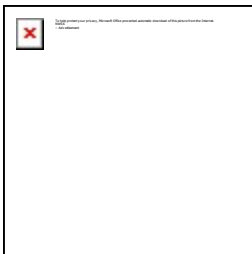
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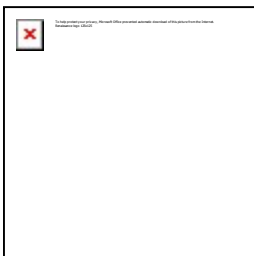
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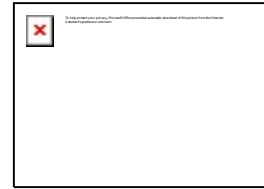


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# 5

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**From:** Brown, Ryan  
**Sent:** Thursday, June 3, 2021 2:35 PM  
**To:** Hawkins, Karla M.; Toal-Mandsager, Lilla  
**Subject:** Statement on CRT

Karla and Lilla,

Just wanted you and your team to be aware of the statement we (Molly) put out today on CRT.

“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.

The choices we make, the selection of our education standards, and the setting of the curriculum used in our classrooms have no business being handed down from Washington D.C., Los Angeles, or New York. These decisions should be made at the state and the community level by South Carolinians.

The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seeks to promote CRT amongst South Carolina educators.

Instead, we will focus on South Carolina’s and our nation’s storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us.”

Molly M. Spearman  
State Superintendent of Education

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**

Office: [803-734-5080](tel:803-734-5080)

Cell: [803-206-5254](tel:803-206-5254)

[Visit SCDE’s Newsroom](#)



---

**From:** Hawkins, Karla M.  
**Sent:** Thursday, June 3, 2021 2:39 PM  
**To:** Brown, Ryan  
**Subject:** RE: Statement on CRT

Thanks for sending. I will share with the A-R Core Team to make them aware. Was there an interview that prompted this statement?

---

**From:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Sent:** Thursday, June 3, 2021 2:35 PM  
**To:** Hawkins, Karla M. <KHawkins@ed.sc.gov>; Toal-Mandsager, Lilla <lmandsager@ed.sc.gov>  
**Subject:** Statement on CRT

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Just wanted you and your team to be aware of the statement we (Molly) put out today on CRT.

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**From:** Davis, Wanda A  
**Sent:** Thursday, June 3, 2021 3:27 PM  
**To:** Brown, Ryan; Traywick, Laurie  
**Subject:** RE: CRT

Update: talked with parent in Oconee and she said their Supt. had the IT folks block website that was being allowed in their classrooms via BrainPOP videos about BLM and CRT. She also stated Charleston County parents were calling her alleging their district was allowing kids access to these BrainPOP videos on BLM and CRT as well. She was calling to ensure we get districts to stop giving access to this information.

Just FYI

---

**From:** Davis, Wanda A  
**Sent:** Thursday, June 3, 2021 3:06 PM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Subject:** CRT

Parents are happy about Molly's position on this but they want to know what the penalty is for schools that are currently teaching this

*Wanda A. Davis, Ombudsman*  
**Office of the State Superintendent of Education  
and Division for Legal Affairs**  
**Phone: 803 734 8485**  
**Email: [wdavis@ed.sc.gov](mailto:wdavis@ed.sc.gov)**



**From:** [REDACTED]  
**To:** [SC Superintendent](mailto:superintendent@ed.sc.gov)  
**Subject:** Re: Critical Race Theory and mandatory covid jobs  
**Date:** Thursday, June 3, 2021 3:40:19 PM

---

I am very happy to hear that. Thank you for responding and letting me know.

Sent from my iPhone

> On Jun 3, 2021, at 2:31 PM, SC Superintendent <superintendent@ed.sc.gov> wrote:

>

> [REDACTED]

>

> Please see below statement from Superintendent Spearman regarding CRT. Thank you.

>

> Laurie Traywick

> Office of the Superintendent

> SC Department of Education

>

> "Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.

>

> The choices we make, the selection of our education standards, and the setting of the curriculum used in our classrooms have no business being handed down from Washington D.C., Los Angeles, or New York. These decisions should be made at the state and the community level by South Carolinians.

>

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> Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

>

> Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us."

>

> -----Original Message-----

> From: [REDACTED]

> Sent: Thursday, May 27, 2021 2:51 PM

> To: Ed, SCSupt <SCSuptEd@ed.sc.gov>

> Subject: Critical Race Theory and mandatory covid jobs

>

>> Dear Superintendent Spearman,

>>

>>> As a concerned parent of two children in District 5 schools, I would like to ask you to keep CRT from being taught to our children, and also to prohibit schools from mandating the experimental covid jab to our children.

>>>

>>>> 1. Please keep Critical Race Theory from being taught in our schools. CRT is not factual, but rather an unsubstantiated ideology. It is rooted in Marxism, and teaches children to hate their country and hate each other. It

is divisive, teaching children to judge each other based on skin color, rather than character. CRT, is in fact, racist.

>>>>

>>>> 2. Please do not mandate the experimental covid jab. It is not even a real vaccine, but gene editing, marketed as a vaccine, so that big pharma can not be held liable for deaths or injuries caused by the jab.

>>>> Children have a 0% statistical risk of dying from covid and there is no reason they should be subjected to an experimental shot. If adults want to get the shot, they should hypothetically be protected, so there is no reason children should be forced into this. Even if the FDA approves this shot, which I have no doubt they will, because the FDA is nothing more than a long arm of Big Pharma anymore, children should not be mandated to get it. There have been no studies on long term effects, including sterility of birth defects. Our kids are not guinea pigs.

>>>>

>>>> Thank you again, and I hope you all have a wonderful Memorial Day weekend.

>>>>

>>>> 

>

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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: Critical Race Theory  
**Date:** Thursday, June 3, 2021 6:33:59 PM

---

THANK YOU SO MUCH!!!!

I have your back on this and will stand with you to fight this absurdity. I apologize for any rude comments made by myself. These days you have to use any nasty tactic possible to get your voice heard. Let me know what I can do for you. In the meantime, I am sorry to inform you but there is a particular teacher at the St. George Middle School that is a full blown, radical leftist, activist liberal whom still forces his opinions upon our children and is teaching God is not real and science is God. I teach my child not to believe in science due to lawsuits everyday on fertilizers, medications, vaccines, and weed killers, etc. God is real and religion along with politics should be left at home not in school. I want him fired and stripped of his teachings in the state of SC forever. He actually called me uneducated and stupid when I asked him to not teach my child his agenda. He hates children believes in killing them with long term abortions and he teaches OUR CHILDREN. SET EXAMPLES WITH HIM BY FIRING HIS DISRESPECTFUL ASS. PLEASE!!!!

Thanks,  
[REDACTED]

On Thu, Jun 3, 2021, 2:41 PM SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)> wrote:

[REDACTED]

Please see below statement from Superintendent Spearman regarding CRT. Thank you.

Laurie Traywick

Office of the Superintendent

SC Department of Education

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us."

**From:** [REDACTED]  
**Sent:** Saturday, May 22, 2021 9:35 AM  
**To:** SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)>  
**Subject:** Critical Race Theory

Critical race theory is already in our schools. It is absurd that it even exist. It is time to wake up and do the job we the voters hired you to do. We the voters want you to start setting examples out of these lame worthless teachers. START FIRING THEM. Principals, and teachers that even think about teaching our children this lame uneducated bullshit should not ever work in a field with children. You can go down in history as a Superintendent that was hated because of the pussy you have been. Or, you can go down in history as the one Superintendent that stood up and actually did something which is your job. Prove to the people that women can be fierce in your field and not stand for this type of bullshit. Most men wouldn't even stand up and do anything from being intimidated or scared of being canceled. I myself will stand with you and help fight this racist lying bullshit curriculum. It's time to stand and do what we are paying you to do. LETS DO IT TOGETHER AND RALLY PARENTS UP TO BACK US ON IT!!!!!! FIRE ALL PRINCIPALS AND

TEACHERS THAT BELIEVE IN ALL THIS CRAP!! FIRE FIRE FIRE FIRE FIRE FIRE  
FIRE THEM ALL FIRE THEM ALL NOW MAKE THEM WORK IN A BLUE STATE  
FIRE FIRE FIRE FIRE FIRE FIRE THEM ALL!!!!!! NOW!!!!!!

THANK YOU,



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**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Friday, June 4, 2021 5:19 AM  
**To:** Spearman, Molly  
**Subject:** A Principal's Battle With COVID-19

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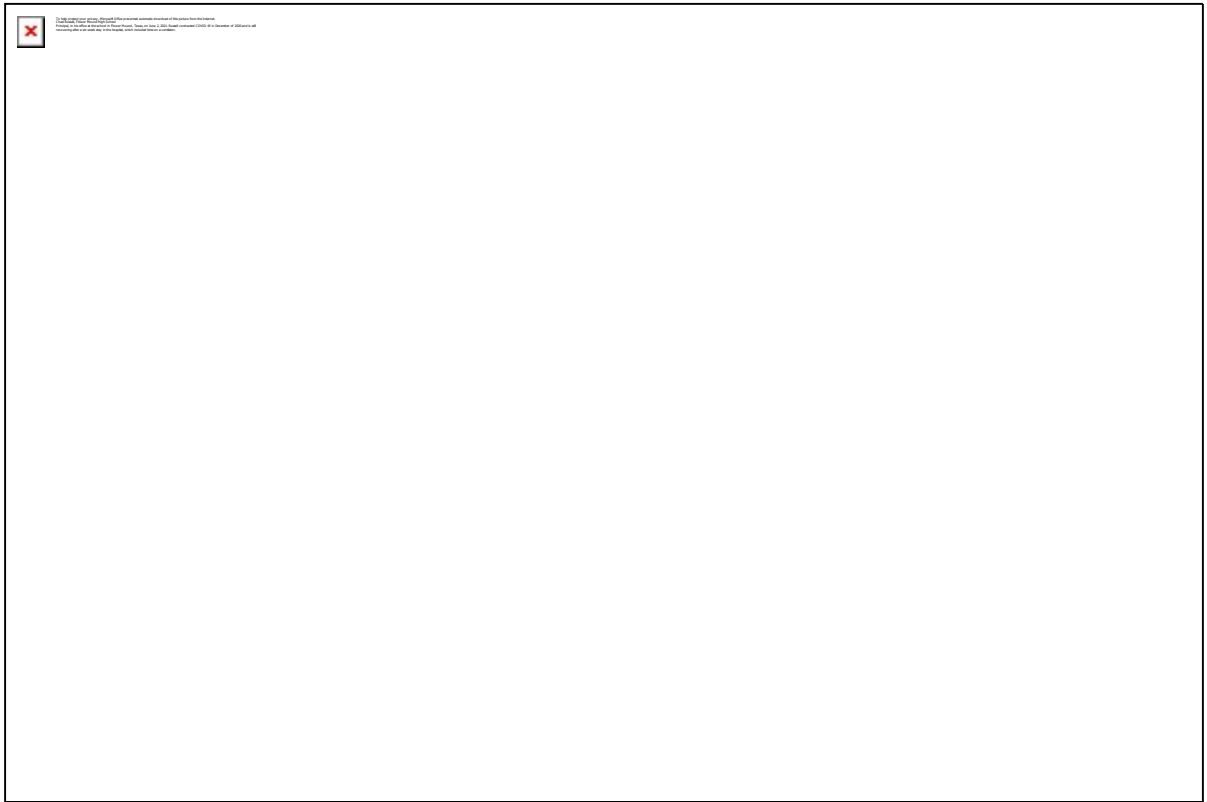
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YOUR DAILY EDUCATION NEWS AND INSIGHT - JUNE 4, 2021



# EdWeek Update



SCHOOL & DISTRICT MANAGEMENT

# A Principal's Battle With COVID-19

Chad Russell, principal of a Texas high school, spent three months battling coronavirus before returning to his campus this spring.

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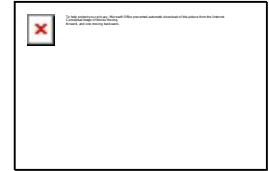
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## College Enrollment Dip Hits Students of Color the Hardest

The pandemic led to a precipitous decline in enrollment for two-year schools, while four-year colleges and universities held steady.

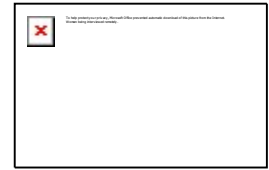
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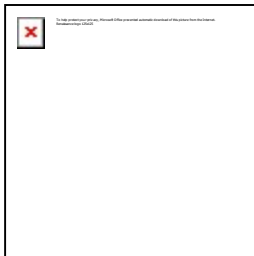
## 5 Essential Questions Teachers Should Ask During Job Interviews

When being interviewed for a teaching job, it's as important to ask questions as to answer them. Here are 5 key questions to start you off.

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### How Are Kids Really Performing This Year?

Has the academic impact of COVID-19 narrowed since last fall? How much progress have students made at each grade level? Get the answers in the all-new How Kids Are Performing report, which helps you answer critical questions about what's next for your students this spring, summer, and beyond. [Download whitepaper](#)

## Where Did the Term 'Asian American' Come From?

Educating ourselves and our students is an important first step in breaking down stereotypes in the face of rising discrimination.

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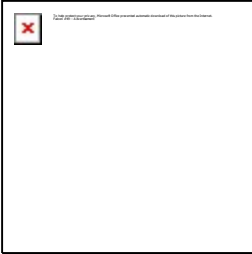
# State and National Highlights Reports: Data Snapshots

The Quality Counts 2021 State Highlights Reports capture the key data you need to assess your state's performance.

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## CLASSROOM TECHNOLOGY

### Understaffed School District IT Departments Are a Big Problem. Here's One Way to Solve It

An Oregon district needed bilingual support staff to help Spanish-speaking families manage virtual learning. It didn't need to look far.

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## MARKETPLACE K-12

### Sales of K-12 Instructional Materials Soaring, New Industry Estimates Show

Revenues for prekindergarten through grade K-12 instructional materials reached \$61.4 million in March, up 82 percent over a year ago.

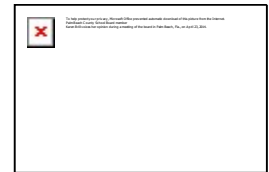
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# A School District's Feud Over 'White Advantage'

A legislator wants to censure members of a Florida school board who voted to remove the phrase "white advantage" from an equity statement.

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# What Is Critical Race Theory, and Why Is It Under Attack?

Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept-and how it's portrayed in political circles.

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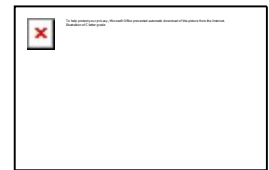
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# State Grades on School Finance: 2021 Map and Rankings

Examine the grades and scores that states and the nation earned on school finance, along with how they scored on a host of indicators.

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# Forbidding Remote Learning: Why Some Schools Won't Offer a Virtual Option This Fall



Some K-12 leaders say remote learning is inferior and needs to go. But some parents and health experts caution against such strict limits.

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## Biden Pitches Plan to Expand Universal Pre-K, Free School Meal Programs, Teacher Training

The president's \$1.8 trillion American Families Plan faces strong headwinds as Congress considers other costly administration proposals.

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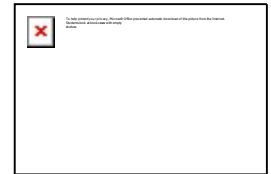
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EQUITY & DIVERSITY, OPINION

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The furor over CRT removes a valuable tool from teachers' hands. And perhaps that's the point.

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**From:** EdWeek Tech Leader <newsletters@edweek.org>  
**Sent:** Friday, June 4, 2021 6:00 AM  
**To:** Spearman, Molly  
**Subject:** Educators' Abusive Behavior Caught on Camera | 'Geeky' Skills for Classroom Management | Forbidding Remote Learning

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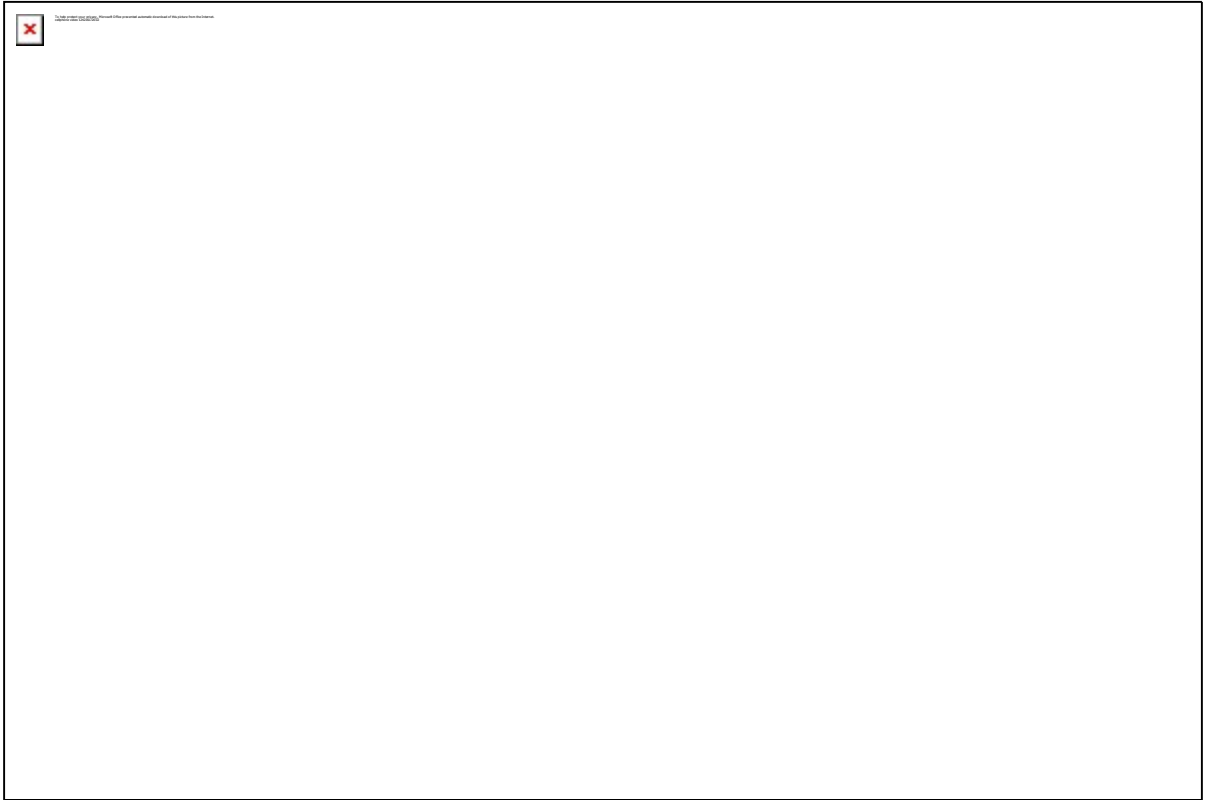
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STRATEGIES AND SOLUTIONS FOR ED-TECH LEADERS - JUNE 4, 2021



# EdWeek Tech Leader



CLASSROOM TECHNOLOGY

# Like Police Officers, Educators Have Been Caught on Camera Behaving Badly

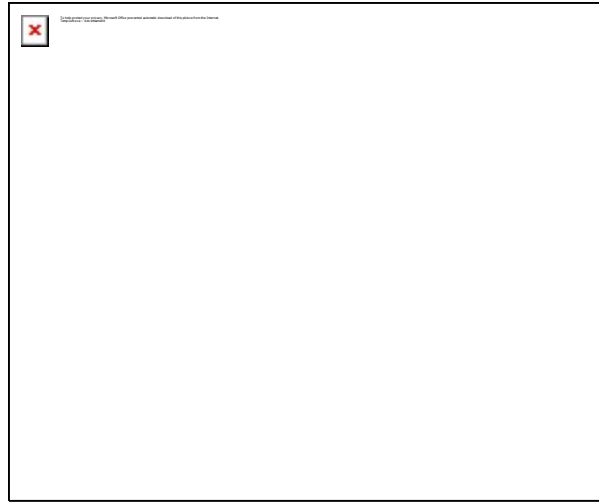
Several recent incidents show how students and parents can use their cellphones to capture abusive or racist behavior by some educators.

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## LESSONS LEARNED

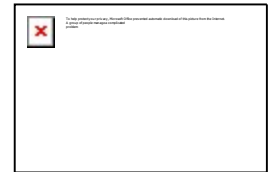
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### CLASSROOM TECHNOLOGY

# Teachers: Here Are Tips for Using Your New 'Geeky' Skills to Improve Classroom Management

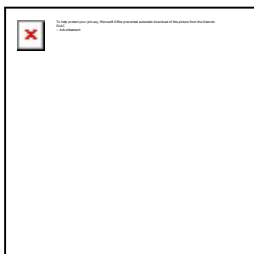
How educators can use the lessons of the pandemic to reshape classroom management for next school year and beyond.

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Some K-12 leaders say remote learning is inferior and needs to go. But some parents and health experts caution against such strict limits.

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CLASSROOM TECHNOLOGY

## School District Leaders Are Still Worried About Home Internet Access for Students

Schools have scaled-up their efforts to help more kids get online, according to a new survey, but concerns remain about tech equity.

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MATHEMATICS, OPINION

## The Case for Game-Based Math Learning

Rick Hess speaks with Andrew Coulson, chief data science officer at MIND Research Institute, about the nonprofit's visual approach to math learning.

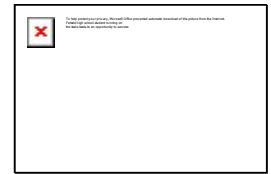
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## What's the Best Way to Address Unfinished Learning? It's Not Remediation, Study Says

A new study suggests acceleration may be a promising strategy for addressing unfinished learning in math after a pandemic year.

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## Digital Science Notebooks Showcase Student Learning (Edutopia)

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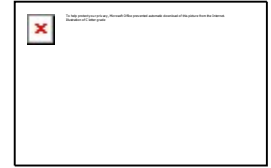
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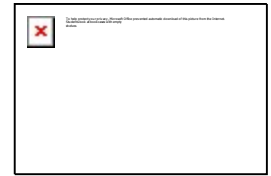
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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: Question  
**Date:** Friday, June 4, 2021 6:19:29 AM

---

Thank you so much for replying! I am glad that SC is not going to allow this to be taught in our schools.

Sent from my iPad

> On Jun 3, 2021, at 2:38 PM, SC Superintendent <superintendent@ed.sc.gov> wrote:

>

> [REDACTED]

>

> Please see below statement from Superintendent Spearman regarding CRT. Thank you.

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> Laurie Traywick

> Office of the Superintendent

> SC Department of Education

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> Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us."

>

> -----Original Message-----

> From: [REDACTED]

> Sent: Wednesday, May 26, 2021 11:57 AM

> To: SC Superintendent <superintendent@ed.sc.gov>

> Subject: Question

>

> I would like to know if the 1916 project or critical race theory are being taught in any SC school? Thank you!

> [REDACTED]

>

> Sent from my iPad

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communication nor for any delay in its receipt. Communications to and from the South Carolina Department of Education are subject to the South Carolina Freedom of Information Act, unless otherwise exempt by state or federal law.

---

**From:** Brown, Ryan  
**Sent:** Friday, June 4, 2021 10:41 AM  
**To:** SC Superintendent  
**Subject:** RE: Critical Race Theory Resolution Passed by the Dorchester County GOP

Are you sending him statement?

---

**From:** SC Superintendent <superintendent@ed.sc.gov>  
**Sent:** Friday, June 4, 2021 10:35 AM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Subject:** FW: Critical Race Theory Resolution Passed by the Dorchester County GOP

FYI

**From:** Steven Wright <[wrightfordcrpchairman@gmail.com](mailto:wrightfordcrpchairman@gmail.com)>  
**Sent:** Thursday, June 3, 2021 10:01 PM  
**To:** SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)>  
**Subject:** Critical Race Theory Resolution Passed by the Dorchester County GOP

Good Evening--

Attached you will find a resolution recently passed by the Dorchester County GOP Executive Committee. We request your review and consideration of legislative action.

Steven Wright  
Chairman, Dorchester County GOP

**From:** [SC Superintendent](#)  
**To:** [Brown, Ryan](#)  
**Subject:** RE: Critical Race Theory Resolution Passed by the Dorchester County GOP  
**Date:** Friday, June 4, 2021 11:11:30 AM

---

Yep!

---

**From:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Sent:** Friday, June 4, 2021 10:41 AM  
**To:** SC Superintendent <superintendent@ed.sc.gov>  
**Subject:** RE: Critical Race Theory Resolution Passed by the Dorchester County GOP

Are you sending him statement?

---

**From:** SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)>  
**Sent:** Friday, June 4, 2021 10:35 AM  
**To:** Brown, Ryan <[RyBrown@ed.sc.gov](mailto:RyBrown@ed.sc.gov)>  
**Subject:** FW: Critical Race Theory Resolution Passed by the Dorchester County GOP

FYI

**From:** [REDACTED]  
**Sent:** Thursday, June 3, 2021 10:01 PM  
**To:** SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)>  
**Subject:** Critical Race Theory Resolution Passed by the Dorchester County GOP

Good Evening--

Attached you will find a resolution recently passed by the Dorchester County GOP Executive Committee. We request your review and consideration of legislative action.

[REDACTED]

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** CRT in SC schools  
**Date:** Friday, June 4, 2021 11:23:32 AM

---

Mrs. Spearman,

I hope you are considering following some of your peers in other states and join them in prohibiting schools from teaching CRT.

<https://www.foxnews.com/us/georgia-board-of-education-critical-race-theory>

Thank you,

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** CRT  
**Date:** Friday, June 4, 2021 12:00:56 PM

---

I am just going to cut to the chase!! You are in a SERIOUS CRISIS AND IT IS ABOUT TO GET REAL UGLY!!

LIKE MANY OTHER SC PARENTS , I AM DISGUSTED WITH CRT!!

I AM TIRED OF BEING POLITICAL CORRECT. I AM TIRED OF TEACHERS (LIBERAL ONES) WHO HAVE INVADED THIS AREA WITH PROPAGANDA AND THEIR LIES!!!

I AM TIRED OF OUR CHILDRENS EDUCATION BEING TAUGHT ON COMPUTERS WHILE TEACHERS PUSSEY FOOT AROUND ON THEIR CELL PHONE. ( MAKE AN UNANNOUNCED VISIT TO JBE SCHOOL IN MOUNT PLEASANT, SC.

I AM TIRED THAT MY CHILDREN AREN'T BEING TAUGHT.

I AM TIRED THAT YOU AREN'T PUTTING AN END TO THIS COMPLIANCE THAT TEACHERS FEEL LIKE THEY ARE ENTITLED TO!!! BULLSHIT!!

MY HUSBAND AND I WORK IN THE MEDICAL FIELD WE CAN'T BE ANYTHING LIKE THESE TEACHERS ARE BEING AND HAVE BECOME!!

#STOPCRTNOW

[REDACTED]  
BORN POOR BUT SUCCEEDED BECAUSE OF MY FREE EDUCATION TAUGHT IN THE 80'S AND 90'S

Sent via the Samsung Galaxy S20+ 5G, an AT&T 5G smartphone  
Get [Outlook for Android](#)

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** No CRT/ No SEL in schools  
**Date:** Friday, June 4, 2021 12:07:51 PM  
**Attachments:** [Laing Newsletter.pdf](#)

---

Molly,

Thank you for your tireless work for SC children. Please put our children first and allow parents to raise their children how they see fit without this insane amount of government influence in schools.

As a Christian, I am very concerned about the LGBTQ messages being pushed in schools on children under 14. This is the what the kids are writing in the school newspaper with no competing messages permitted. They are encouraging kids to post stuff on social media about their sexuality- this has NO PLACE in our schools. This was on Memorial Day before Pride month even began - with no recognition of our country. Trans/Pedo flags and no American Flag????!! This is what you want our children learning in public school?

It Is against my religion. I had to move one of my children into private school and am still working on options for the second which is very difficult for working families. Why are you allowing teachers to push this minority agenda on a majority of children and families who disagree with it?

As for CRT, the programs that are already being implemented by individual teachers (my sons teacher who is from NY for example) is unacceptable. Christian families (black, white and every other color) see through the political agenda and it needs to stop.

Do your job. Protect SC children and stop this crazy political vendetta that is dividing our country more than ever before.

Please know- We will not allow it. We will fight back through the PTO, the school district, the school board, in the classroom, in the courtroom, and protests on the streets if necessary.

You will not succeed with simply placating messages. You need a district wide strategy to reign in these liberal teachers whose sexuality and political preferences should not be known to children when no other view is permitted.

I am asking for a teacher dress code that stops them from pushing gay agendas, wearing rainbow sneakers and putting pedo/trans flags on our school newspaper. Diversity is the word of the day but conservatives are not included in their inclusion plan. And I don't accept this.

**Get SEL out of our public schools, stop trying to replace parents, unlock the doors and take off the muzzles.**

**We are paying attention and we say NO.**

**Many of us are educated, available and ready to help but we need transparency and**

information about what is holding you back and how do we help! We need leaders !!





## Israeli Air Raids

A spark of conflict has started between Israel and the self-governed Israeli territory, Gaza, prompting Israel to shut its borders to all foreign travelers. It began when rockets started firing at significant landmarks in Tel Aviv, Israel's capital. After President Biden asked for a cease-fire, Lebanon and Hamas fired bombs into southern Israeli towns. So far, 240 people have died, with most deaths being in the Palestinian territory, Gaza. Israel said that Hamas fired at least 3,000 rockets in just eight days, the same number from in the 50-day war fought between the two sides in 2014. 90% of those rockets were destroyed midair by the Iron Dome (a defense system partly financed by the United States). The bombings are still happening with tensions rising.



Article: Claire Sieverdes

Map: Larry Koester | Flickr

Laing Middle School of Science and Technology

Created by The Laing News Team

Head Editors: Bruna Kintschner, Hayden Pinto and

Graham Guerrero

Special thanks to Mrs. Greco and Mrs. Graham

# LAING TIMES



### In this issue:

- Everything you need to know about the mask mandate!
- Happy Memorial Day!
- Happy Pride Month!
- Israeli Air Raids
- June Academic Calendar and Laing Olympics

# Calendar

2021 JUNE						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Printable Calendars From [123Calendars.Com](http://123Calendars.Com)

3	-----Algebra I EOC #1
4	-----Spring Fling!
8	-----Algebra I EOC #2
9	-----Laing Olympics (6th Grade)
10	-----Laing Olympics (7th Grade)
11	-----Laing Olympics (8th Grade)
14	-----Eighth grade graduation
18	-----Half day and last day

The inaugural Laing Olympics will commence during the second week of June, just a week after the highly-anticipated Spring Fling! This event, which will take the place of field day, was created by our Student Council President, Ryan Thurber. The event will host a variety of competitions and games such as water balloon toss, kickball, soccer, tug of war, etc. Please remember to bring sunscreen and a hat, as the weather is expected to be warm! (By: Hayden Pinto)



## Worldwide News



Next week, May is ending, and with that comes the last month of the school year, June. During a regular school year, classes would end in the first week of June, but this year, it will be concluding on the 18th. June is a special month--it's Pride Month! That means that people who are LGBTQIA+ celebrate Stonewall, a protest that was key to creating the civil rights and acceptance the community has today. This is a month of being happy about being who you are and accepting others who are different from you. You can celebrate Pride Month by sharing your pronouns on your social media or in person. This destigmatized it and causes people to get bullied less! Respect other's pronouns, and they'll respect you back!

(By: A. Billian)



On May 11th, Governor McMaster publicly issued a state-wide mandate which prevented schools from creating mask requirements. That means your mask usage in schools is now up to your parents/guardians. If your family believes this is the right choice, the decision is only a few pieces of paperwork away. However, CCSD has stated, "[...] we use this opportunity to earnestly appeal to all parents to allow the successful protocols put in place for this most unusual year to remain in place for this school year." As the week progresses, some students have been slowly deciding not to wear masks in school. Additionally, MUSC will be offering covid vaccines at Laing on Tuesday, 5/25, for ages 12 years and up! Hopefully, when everyone is vaccinated, things will finally go back to normal. (By: Alexis Kasaab)

**From:** [Communications](#)  
**To:** [REDACTED]  
**Subject:** RE: Critical Race Theory in South Carolina schools curriculum  
**Date:** Friday, June 4, 2021 12:12:00 PM  
**Attachments:** [image001.gif](#)  
[image002.gif](#)  
[image003.gif](#)

---

[REDACTED],

Please see the below statement on Critical Race Theory that Superintendent Spearman released yesterday. We will not support any funding, federal or otherwise, being using to implement Critical Race Theory in South Carolina's schools.

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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**The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seeks to promote CRT amongst South Carolina educators.**

**Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.**

**Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us.”**

Molly M. Spearman  
State Superintendent of Education

**Ryan Brown**

**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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**From:** [REDACTED]  
**Sent:** Friday, June 4, 2021 11:48 AM  
**To:** Communications <communications@ed.sc.gov>  
**Cc:** [REDACTED]  
**Subject:** Critical Race Theory in South Carolina schools curriculum

As a taxpayer in York County, I'm extremely pleased to see the federal funds coming to South Carolina under the ARP ESSER state plan. We conservatives in York County GOP have one open concern, making sure that Critical Race Theory is not taught in our public schools.

Please confirm that none of the funding which will be shortly approved includes providing Critical Race Theory in our South Carolina Schools. We recognize that this is a Marxist-derived concept not consistent with the history of the founding bases of our constitutional republic.

Thank you.

Respectfully,

[REDACTED]

---

**From:** Communications  
**Sent:** Friday, June 4, 2021 12:13 PM  
**To:** 'wilburndm@gmail.com'  
**Subject:** RE: Critical Race Theory in South Carolina schools curriculum

Mr. Wilburn,

Please see the below statement on Critical Race Theory that Superintendent Spearman released yesterday. We will not support any funding, federal or otherwise, being using to implement Critical Race Theory in South Carolina's schools.

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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Molly M. Spearman  
State Superintendent of Education

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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**From:** wilburndm@gmail.com <wilburndm@gmail.com>  
**Sent:** Friday, June 4, 2021 11:48 AM  
**To:** Communications <communications@ed.sc.gov>  
**Cc:** wilburndm@gmail.com  
**Subject:** Critical Race Theory in South Carolina schools curriculum

As a taxpayer in York County, I'm extremely pleased to see the federal funds coming to South Carolina under the ARP ESSER state plan. We conservatives in York County GOP have one open concern, making sure that Critical Race Theory is not taught in our public schools.

Please confirm that none of the funding which will be shortly approved includes providing Critical Race Theory in our South Carolina Schools. We recognize that this is a Marxist-derived concept not consistent with the history of the founding bases of our constitutional republic.

Thank you.

Respectfully,

*Dave Wilburn*

**York County GOP Legislative Committee  
222 Cowboys Circle  
Rock Hill, SC 29732**

**407.702.0623**

---

**From:** Brown, Ryan  
**Sent:** Friday, June 4, 2021 12:35 PM  
**To:** Strickland, Darci  
**Subject:** RE: CRITICAL RACE THEORY

She is not. I think the statement speaks for itself but happy to try and answer any questions.

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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**From:** Strickland, Darci <dstrickland@wltx.com>  
**Sent:** Friday, June 4, 2021 12:34 PM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Subject:** CRITICAL RACE THEORY

Hi,  
Is Superintendent Spearman available today for an interview on her statement in reference to critical race theory?  
I appreciate your help.  
Thanks,

**DARCI STRICKLAND**  
Content Manager and Senior Journalist



A **TEGNA** Company | 6027 Garners Ferry Rd., Columbia, SC 29209  
[DARCISTRICKLAND@WLTX.COM](mailto:DARCISTRICKLAND@WLTX.COM) | P. 803.647.0287 | C. 803.429.5286 | Twitter: @DARCIWLTX

HONORED AS SOUTH CAROLINA'S **TELEVISION STATION OF THE YEAR**

---

**From:** Davis, Wanda A  
**Sent:** Friday, June 4, 2021 1:26 PM  
**To:** Brown, Ryan  
**Subject:** Critical Race Theory

Can schools give students testing on Diversity also can districts require teachers to go through Diversity training as well

*Wanda A. Davis, Ombudsman*  
**Office of the State Superintendent of Education  
and Division for Legal Affairs**  
**Phone: 803 734 8485**  
**Email: [wdavis@ed.sc.gov](mailto:wdavis@ed.sc.gov)**





**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** CRT  
**Date:** Friday, June 4, 2021 8:54:32 PM

---

Hey Ms Spearman

As a long time LMSW and Delegate for COS in Aiken, I really appreciate your opposition to CRT! This Marxist ideology has no business anywhere in the USA!

Keep getting the word out!

Thanks again

[REDACTED]

Sent from my iPhone

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: No CRT/ No SEL in schools  
**Date:** Friday, June 4, 2021 9:43:25 PM

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The statement is NOT enough. We need action.

[REDACTED]

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On Jun 4, 2021, at 2:04 PM, SC Superintendent <[superintendent@ed.sc.gov](mailto:superintendent@ed.sc.gov)> wrote:

[REDACTED]

Thank you for reaching out. Please see below statement Superintendent Spearman issued yesterday regarding CRT. Thank you.

Laurie Traywick  
Office of the Superintendent  
SC Department of Education

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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**not provide professional development opportunities or training that seeks to promote CRT amongst South Carolina educators.**

**Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.**

**Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us."**

---

**From:** [REDACTED]  
**Sent:** Friday, June 4, 2021 12:03 PM  
**To:** Ed, SCSupt <SCSuptEd@ed.sc.gov>  
**Subject:** No CRT/ No SEL in schools

Molly,

Thank you for your tireless work for SC children. Please put our children first and allow parents to raise their children how they see fit without this insane amount of government influence in schools.

As a Christian, I am very concerned about the LGBTQ messages being pushed in schools on children under 14. This is the what the kids are writing in the school newspaper with no competing messages permitted. They are encouraging kids to post stuff on social media about their sexuality- this has NO PLACE in our schools. This was on Memorial Day before Pride month even began - with no recognition of our country. Trans/Pedo flags and no American Flag????!! This is what you want our children learning in public school?

It Is against my religion. I had to move one of my children into private school and am still working on options for the second which is very difficult for working families. Why are you allowing teachers to push this minority agenda on a majority of children and families who disagree with it?

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Do your job. Protect SC children and stop this crazy political vendetta that is dividing our country more than ever before.

Please know- We will not allow it. We will fight back through the PTO, the school district, the school board, in the classroom, in the courtroom, and protests on the streets if necessary.

You will not succeed with simply placating messages. You need a district wide strategy to reign in these liberal teachers whose sexuality and political preferences should not be known to children when no other view is permitted.

I am asking for a teacher dress code that stops them from pushing gay agendas, wearing rainbow sneakers and putting pedo/trans flags on our school newspaper. Diversity is the word of the day but conservatives are not included in their inclusion plan. And I don't accept this.

**Get SEL out of our public schools, stop trying to replace parents, unlock the doors and take off the muzzles.**

**We are paying attention and we say NO.**

**Many of us are educated, available and ready to help but we need transparency and information about what is holding you back and how do we help! We need leaders !!**



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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: Curriculum Question  
**Date:** Friday, June 4, 2021 9:59:05 PM

---

Thank you so much for the response. I'm pleased to know that SC does not support this agenda.

Thank you for taking this step to safeguard the education of our children.

On Thursday, June 3, 2021, 02:16:55 PM EDT, SC Superintendent <superintendent@ed.sc.gov> wrote:

[REDACTED]

Please see below statement from Superintendent Spearman on Critical Race Theory. Thank you.

Laurie Traywick

Office of the Superintendent

SC Department of Education

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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---

**From:** [REDACTED]  
**Sent:** Tuesday, June 1, 2021 8:58 PM  
**To:** SC Superintendent <superintendent@ed.sc.gov>  
**Subject:** Re: Curriculum Question

Do I need to submit a FOIA for this information?

On Friday, May 28, 2021, 10:09:14 AM EDT, [REDACTED] wrote:

Is 1619 Project or critical race theory allowed to be taught or introduced in any form in any South Carolina school, classroom, or remote lesson?

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**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** Stop SEL and CRT  
**Date:** Saturday, June 5, 2021 11:18:12 AM  
**Attachments:** [Laing Newsletter.pdf](#)

---

Attachment to email. I do not think it went through. This is in 6-8th grade.

Again we more than just words, we need leaders and action.

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Re: CRT  
**Date:** Friday, June 4, 2021 2:10:16 PM

---

[REDACTED]  
Thank you

Sent via the Samsung Galaxy S20+ 5G, an AT&T 5G smartphone  
Get [Outlook for Android](#)

---

**From:** SC Superintendent <superintendent@ed.sc.gov>  
**Sent:** Friday, June 4, 2021 2:03:36 PM  
**To:** [REDACTED]  
**Subject:** RE: CRT

Ms. Johnson,

Thank you for reaching out. Please see below statement Superintendent Spearman issued yesterday regarding CRT. Thank you.

Laurie Traywick  
Office of the Superintendent  
SC Department of Education

**“Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.**

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educational outcomes.

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---

**From:** [REDACTED]  
**Sent:** Friday, June 4, 2021 12:01 PM  
**To:** Ed, SCSupt <SCSuptEd@ed.sc.gov>  
**Subject:** CRT

I am just going to cut to the chase!! You are in a SERIOUS CRISIS AND IT IS ABOUT TO GET REAL UGLY!!

LIKE MANY OTHER SC PARENTS , I AM DISGUSTED WITH CRT!!

I AM TIRED OF BEING POLITICAL CORRECT. I AM TIRED OF TEACHERS (LIBERAL ONES) WHO HAVE INVADED THIS AREA WITH PROGANDA AND THEIR LIES!!!

I AM TIRED OF OUR CHILDRENS EDUCATION BEING TAUGHT ON COMPUTERS WHILE TEACHERS PUSSY FOOT AROUND ON THEIR CELL PHONE. ( MAKE AN UNANNOUNCED VISIT TO JBE SCHOOL IN MOUNT PLEASANT, SC.

I AM TIRED THAT MY CHILDREN AREN'T BEING TAUGHT.

I AM TIRED THAT YOU AREN'T PUTTING AN END TO THIS COMPLIANCY THAT TEACHERS FEEL LIKE THEY ARE ENTITLED TO!!! BULLSHIT!!

MY HUSBAND AND I WORK IN THE MEDICAL FIELD WE CAN'T BE ANYTHING LIKE THESE TEACHERS ARE BEING AND HAVE BECOME!!

#STOPCRTNOW

[REDACTED]  
BORN POOR BUT SUCCEEDED BECAUSE OF MY FREE EDUCATION TAUGHT IN THE 80'S AND 90'S

Sent via the Samsung Galaxy S20+ 5G, an AT&T 5G smartphone  
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law.

**From:** [REDACTED]  
**To:** [molly@mollyspearman.com](mailto:molly@mollyspearman.com); [SC Superintendent](#)  
**Cc:** [REDACTED]  
**Subject:** CRT is ALREADY in SC's schools  
**Date:** Saturday, June 5, 2021 2:48:03 PM

---

Dear Superintendent Spearman,

I am writing in regard to your recent Facebook post about CRT. If I had no other knowledge, I might be inclined to believe the words you posted. However, as we know, CRT is simply relabeled as Cultural Competency/Sensitivity Training and SC teachers are being inundated with it. Also, suggested reading lists across our state reflect the values of CRT. So while I think that your words are true, that CRT has no place in our schools, unfortunately that is far from reflecting or even acknowledging the current truth... CRT already exists in our public school system.

My questions for you are: What will you be doing to remove it? How will you make sure that CRT, and the tenets thereof, are not simply renamed and manifested in other areas? How will you stand behind what you said for the protection of ALL the children of South Carolina?

Because of issues like this, more and more parents like me are pulling their children from the public education system. Unfortunately, my husband and I do not feel like we can trust the public education system, its leadership, and many of its teachers to provide a quality education in the areas they need it: math, ELA, social studies, science, computer literacy, and the like. Unfortunately, what they ARE getting is an education in the political and social values that are contrary to what we believe. I hope you see the irony here; they are not being educated well (and we have children in some of the "best" schools in our state) in the basic areas, yet they are being inundated with teachers' and leaders' personal value system... a value system which is contrary to our family's.

For the sake of consistency for our children, we are letting them finish out the school year at their current public schools but have already begun paying tuition to move them to private education in the fall. Our next move will be to organize other parents to lobby to have the money follow the student. There is no reason that we as taxpayers should continue paying into a system that does not serve us or represent our values. I hope that the education leaders in SC are paying attention. We are tired of our children being treated like the state's cash cows. Their minds and their future are not for sale.

Sincerely,

[REDACTED]

P.S. Below is a copy of my correspondence to my state representatives and also Rep. Bennett.

Dear Representative Mark Smith and Senator Larry Grooms,

Thank you for all of your hard work for the people of South Carolina. I would like to bring something to your attention. Just yesterday, 6/3/21, Molly Spearman posted on Facebook that

Critical Race Theory has no place in South Carolina's schools. She made it sound like it doesn't exist in SC schools. What is actually true, however, is that it does indeed exist and our teachers are trained in it. They simply call it "Cultural Competency Training." I would ask you to please take a look at this website, which details the training that is available as well as some of the actual modules.

<https://sites.google.com/charleston.k12.sc.us/cct/home>

Clearly it is CRT and much more. Since SCDE reports to you, I would ask that you and your good colleagues act to hold Superintendent Spearman, SCDE, and our local superintendents/school districts accountable for the misrepresentation of their position on CRT and the division it is creating within our schools. They may not be teaching it directly to the students, but indirectly they reach them by way of the teacher training. It is nothing more than a backdoor way to get CRT in SC public schools. Below is Superintendent Spearman's Facebook post for your reference.

"Throughout the past year there have been many events and practices that have sought to divide our state, country, and our system of public education. It is imperative that in the face of this adversity, we remain committed to making the tough decisions that provide the best education possible for our students and that model the type of citizens we want them to become.

The choices we make, the selection of our education standards, and the setting of the curriculum used in our classrooms have no business being handed down from Washington D.C., Los Angeles, or New York. These decisions should be made at the state and the community level by South Carolinians.

The Critical Race Theory (CRT) ideology has no place in South Carolina schools and classrooms. The South Carolina Department of Education has no current or proposed standards that include CRT concepts and will not be adopting any CRT standards nor applying for or accepting any funding that requires or incentivizes the adoption of these concepts in our classrooms. We will not provide professional development opportunities or training that seeks to promote CRT amongst South Carolina educators.

Instead, we will focus on South Carolina's and our nation's storied history and teach the truth, the good and the bad, to our students so that they have a deep appreciation of what it means to be a South Carolinian and an American. We will help train educators so that they can identify with and support students from diverse backgrounds so that demographics do not dictate educational outcomes.

Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us." - Molly Spearman

Sincerely,



cc: Representative Lin Bennett

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** CRT is ALREADY in SC's schools  
**Date:** Saturday, June 5, 2021 3:36:52 PM

---

Dear Superintendent Spearman,

I am writing in regard to your recent Facebook post about CRT. If I had no other knowledge, I might be inclined to believe the words you posted. However, as we know, CRT is simply relabeled as Cultural Competency/Sensitivity Training and SC teachers are being inundated with it. Also, suggested reading lists across our state reflect the values of CRT. So while I think that your words are true, that CRT has no place in our schools, unfortunately that is far from reflecting or even acknowledging the current truth... CRT already exists in our public school system.

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Sincerely,

[REDACTED]

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<https://sites.google.com/charleston.k12.sc.us/cct/home>

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Now more than ever, we must remain focused on our mission to ensure every graduate is prepared for success in college, career, and citizenship and not be hindered by any ideologies or agendas that seek to distract us." - Molly Spearman

Sincerely,



cc: Representative Lin Bennett

**From:** [REDACTED]  
**To:** Ed, SCSupt; [molly@mollyspearman.com](mailto:molly@mollyspearman.com)  
**Subject:** CRT  
**Date:** Friday, June 4, 2021 10:32:14 AM

---

Good morning Mrs. Spearman,

I saw on social media your stance on allowing CRT being allowed in the classrooms in SC. I agree with your statement but I have seen many times this year alone where assignments were pushing this ideology.

This is one assignment that really stood out to me. I have attached a link for a survey/test.

They were assigned the Race IAT test.

<https://implicit.harvard.edu/implicit/Study?tid=-1>

Please tell me how and why this would be allowed in an English class.

I took this myself and it told me that “I had a strong automatic preference for white people over black. “ and I assure you I do not!! Telling children they are racist is not ok!

Thank you for your time and I look forward to hearing from you.

[REDACTED]

[Sent from Yahoo Mail for iPhone](#)

---

**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Monday, June 7, 2021 5:18 AM  
**To:** Spearman, Molly  
**Subject:** Defunded, Removed, and Put in Check: School Police a Year After George Floyd

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YOUR DAILY EDUCATION NEWS AND INSIGHT - JUNE 7, 2021



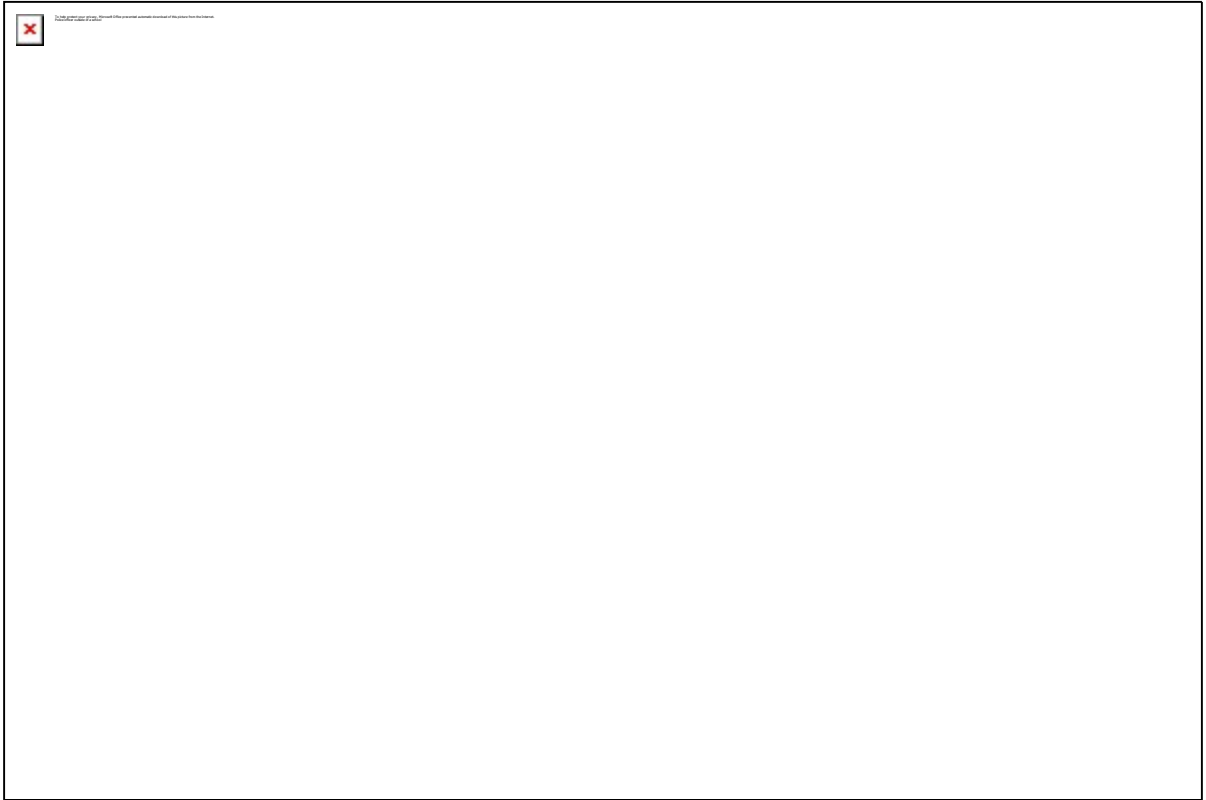
# EdWeek Update

SPECIAL COLLECTION

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The murder of George Floyd and the Black Lives Matter protests that followed forced schools to re-evaluate how they serve Black students and marginalized communities. In a new collection, [we examine how these events have shaped K-12 schooling.](#)





SCHOOL CLIMATE & SAFETY

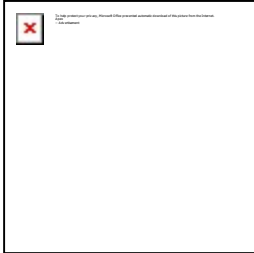
# Defunded, Removed, and Put in Check: School Police a Year After George Floyd

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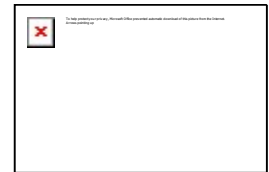


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# How the Pandemic Is Already Changing Principal-Prep Programs

Principal-prep programs are rethinking key areas like online offerings, equity, recruitment, and district partnerships.

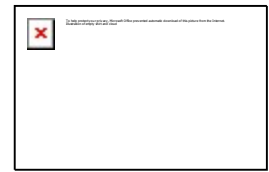
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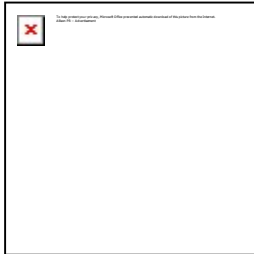
# Compassion Fatigue Is Overwhelming Educators During the Pandemic

Educators need acknowledgment and healing while dealing with their own and others' grief. Here's what administrators can do to help.

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## Improve Air Inside Your School This Fall

Improvement to indoor air quality is considered an eligible expense for federal relief packages passed during the pandemic - check out Blueair's tips for how schools can utilize this funding to secure pollutant-fighting air purifiers to outfit their buildings.

[Learn about grant options](#)

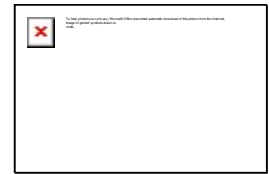
# Biden Team to Revisit How Schools Should Ensure Racial Equity in Discipline

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# What's at Stake in a Review of Federal Sex Discrimination Protections for Students

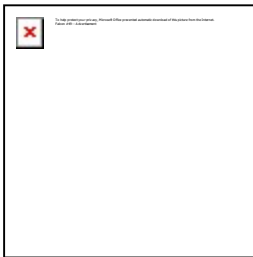


The Biden administration's review of Title IX may prompt new guidance on how schools deal with sexual harassment and protect LGBTQ students.

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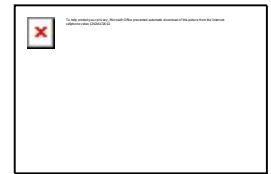
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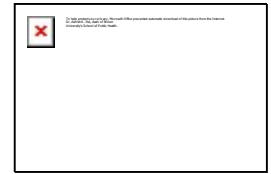
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SCHOOL & DISTRICT MANAGEMENT

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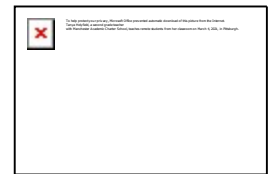
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This message was intended for: [mspearman@ed.sc.gov](mailto:mspearman@ed.sc.gov).

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**From:** Brown, Ryan  
**Sent:** Monday, June 7, 2021 11:20 AM  
**To:** Kauffman, Julia  
**Subject:** RE: WLTX Inquiry

Please see below in red.

**Ryan Brown**  
**Chief Communications Officer**  
**South Carolina Department of Education**  
Office: [803-734-5080](tel:803-734-5080)  
Cell: [803-206-5254](tel:803-206-5254)

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---

**From:** Kauffman, Julia <jkauffman@wltx.com>  
**Sent:** Monday, June 7, 2021 11:11 AM  
**To:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Subject:** WLTX Inquiry

Hi Ryan,

I hope you're doing well. I'm doing a story today on Superintendent Spearman's Facebook post on Critical Race Theory. I would love to speak with her for an interview today if she is available. If not, may I please get a response answering the following questions?:

- What caused Superintendent Spearman to make this post and share her stance on CRT? Is she responding to something that has happened on a state or national level? **Yes, this has become an issue on the local, state, and national level.**
- Why does she think CRT "has no place in South Carolina schools and classrooms"? **Superintendent Spearman fundamentally disagrees with the premise of and methodology by which Critical Race Theory seeks to carry out the agenda of its creators and followers.**
- Has she been receiving a lot of messages/contact from constituents to include CRT into South Carolina's public education? **We have received countless messages from South Carolinians opposed to Critical Race Theory.**
- Is there any legislation that you're aware of that attempts to add CRT into South Carolina's public education? **Yes, there is legislation on the federal level that would promote Critical Race Theory based curriculum in all the nation's public schools. There is legislation in South Carolina that seeks to curb its introduction in our state.**

Thanks so much,

**JULIA KAUFFMAN**

Reporter/MMJ



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---

**From:** Molly Spearman <molly@mollyspearman.com>  
**Sent:** Monday, June 7, 2021 11:42 AM  
**To:** Nilges, Katie; Traywick, Laurie; Brown, Ryan  
**Subject:** Fwd: SC for Ed : Media List / CRT / 1619 Project  
**Attachments:** SC For Ed AntiRacist Reading.docx

molly@mollyspearman.com appears similar to someone who previously sent you email, but may not be that person. [Learn why this could be a risk](#)

----- Forwarded message -----

**From:** Brian Peacher <[brian@schomeguide.com](mailto:brian@schomeguide.com)>  
**Date:** Mon, Jun 7, 2021 at 11:40 AM  
**Subject:** SC for Ed : Media List / CRT / 1619 Project  
**To:** Molly Spearman <[molly@mollyspearman.com](mailto:molly@mollyspearman.com)>, Mathis, David <[dmathis@ed.sc.gov](mailto:dmathis@ed.sc.gov)>, Senator Sean M. Bennett <[sean@bennettscsenate.com](mailto:sean@bennettscsenate.com)>, Mandy Kimmons <[MandyKimmons@schouse.gov](mailto:MandyKimmons@schouse.gov)>, Lin Bennett <[linbennett@schouse.gov](mailto:linbennett@schouse.gov)>, Gil Gatch <[GilGatch@schouse.gov](mailto:GilGatch@schouse.gov)>, <[info@scfamilycaucus.org](mailto:info@scfamilycaucus.org)>, Barton, Melanie <[MBarton@governor.sc.gov](mailto:MBarton@governor.sc.gov)>, Steven Wright <[WrightForDCRPChairman@gmail.com](mailto:WrightForDCRPChairman@gmail.com)>, William Hearn <[bill.hearn@hearnlaw.net](mailto:bill.hearn@hearnlaw.net)>, Mitzi Daniels <[mitzidaniels@schouse.gov](mailto:mitzidaniels@schouse.gov)>

G'morning Y'all,

Molly I appreciate you posting that CRT doesn't belong in SC. A Theory that views the world through a lens of race categorizing people based on color, rather than focusing on our individual merit and bringing people together through our common humanity.

That being said, theories like CRT and 1619 Project do exist here in SC and are also pushed through other organizations like SC for ED. Please see their attached reading list.

The US is one of the most benevolent, equal opportunity societies in the world, yet these 'theories' are tearing our society at the seams and teaching our kids the wrong message. I and many others are concerned where this all leads when our kids are taught to view the world and each other based on race, and that our institutions and country are inherently racist and oppressive.

Thank you for your time  
Brian Peacher

--

**Phone/Text:** [REDACTED] **All Hours**



*Resources for Culturally Responsive and Anti-Racist Teaching and Living*

<b>ARTICLES</b>	
<b>TITLE</b>	<b>LINK</b>
<b>Preparing for Culturally Responsive Teaching</b> <i>by Geneva Gay</i>	<a href="#"><u>Click Here</u></a>
<b>Teaching to and Through Cultural Diversity</b> <i>by Geneva Gay</i>	<a href="#"><u>Click Here</u></a>
<b>Toward a Theory of Culturally Relevant Pedagogy</b> <i>by Gloria Ladson-Billings</i>	<a href="#"><u>Click Here</u></a>
<b>Culturally Relevant Pedagogy 2.0</b> <i>by Gloria Ladson-Billings</i>	<a href="#"><u>Click Here</u></a>
<b>Just What is Critical Race Theory and What's It Doing in a Nice Field Like Education?</b> <i>by Gloria Ladson-Billings</i>	<a href="#"><u>Click Here</u></a>
<b>From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools</b> <i>by Gloria Ladson-Billings</i>	<a href="#"><u>Click Here</u></a>
<b>Pushing Past the Achievement Gap: An Essay on the Language of Deficit</b> <i>by Gloria Ladson-Billings</i>	<a href="#"><u>Click Here</u></a>

<b>BOOKS</b>
--------------

TITLE	LINK	POSSIBLE INTEGRATION
<b>Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race</b> <i>by Beverly Tatum</i>	<a href="#">Click Here</a>	All Classes
<b>How to Be An Antiracist</b> <i>by Ibram X. Kendi</i>	<a href="#">Click Here</a>	All Classes
<b>STAMPED: Racism, Antiracism, and You</b> <i>by Jason Reynolds &amp; Ibram X. Kendi</i>	<a href="#">Click Here</a>	All Classes
<b>Blackballed: The Black Vote and US Democracy</b> <i>by Darryl Pinckney</i>	<a href="#">Click Here</a>	US History, African American History
<b>Democracy in Black: How Race Still Enslaves the American Soul</b> <i>by Eddie S. Glaude, Jr.</i>	<a href="#">Click Here</a>	All Classes
<b>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</b> <i>by Michelle Alexander</i>	<a href="#">Click Here</a>	Psychology, Sociology

PODCASTS	
TITLE	LINK
NPR's Codeswitch	<a href="#">Click Here</a>
The Stoop	<a href="#">Click Here</a>
New York Time's 1619	<a href="#">Click Here</a>
Pod Save the People	<a href="#">Click Here</a>
Serial Season 3	<a href="#">Click Here</a>

MOVIES & DOCUMENTARIES		
TITLE	LINK	POSSIBLE INTEGRATION

<b>Teach Us All</b> <i>Netflix Documentary</i>	<a href="#">Click Here</a>	All Classes
<b>The Ernest Green Story</b> <i>Docudrama</i>	<a href="#">Click Here</a>	US History, African American Studies, English
<b>13th</b> <i>Netflix Documentary</i>	<a href="#">Click Here</a>	US History, English, Sociology, African American Studies, Psychology
<b>I Am Not Your Negro</b> <i>Movie/Documentary</i>	<a href="#">Click Here</a>	US History, English, Sociology, African American Studies, Psychology
<b>Black America Since MLK: Still I Rise</b> <i>PBS Movie</i>	<a href="#">Click Here</a>	US History, English, Sociology, African American Studies, Psychology
<b>Whose Streets?</b> <i>Hulu Documentary</i>	<a href="#">Click Here</a>	US History, English, Sociology, African American Studies, Psychology
<b>What Matters?</b> <i>Black Lives Matter Web Series</i>	<a href="#">Click Here</a>	English, Psychology, Sociology, African American Studies
<b>LA 92</b> <i>Netflix Documentary</i>	<a href="#">Click Here</a>	US History, African American History
<b>Let the Fire Burn</b> <i>Documentary</i>	<a href="#">Click Here</a>	US History, African American History, Psychology
<b>Dark Girls</b> <i>Documentary</i>	<a href="#">Click Here</a>	African American History, English, Psychology
<b>Breaking the Huddle: The Integration of College Football</b> <i>Documentary</i>	<a href="#">Click Here</a>	US History, African American History, Sports Medicine
<b>If Beale Street Could Talk</b> <i>Movie</i>	<a href="#">Click Here</a>	US History, African American History, Psychology, English
<b>Dear White People</b> <i>Movie</i>	<a href="#">Click Here</a>	African American History, English
<b>Seven Seconds</b> <i>Movie</i>	<a href="#">Click Here</a>	English, Psychology, Sociology
<b>Selma</b> <i>Movie</i>	<a href="#">Click Here</a>	US History, African American History, English, Psychology, Sociology

---

**From:** Brown, Ryan  
**Sent:** Monday, June 7, 2021 6:15 PM  
**To:** Lucas Daprile  
**Subject:** Re: CRT

After I sent this message, we received a complaint from a current SC teacher that the UofSC professors you speak of offered last week's CRT training to SC high school students free of charge. I have not been able to substantiate that claim but I am sure you could if you are in contact with the hosts.

[https://sc.edu/study/colleges\\_schools/education/about/events\\_calendar/index.php?trumbaEmbed=view%3Devent%26eventid%3D501891006](https://sc.edu/study/colleges_schools/education/about/events_calendar/index.php?trumbaEmbed=view%3Devent%26eventid%3D501891006)

Ryan Brown  
Chief Communications Officer  
South Carolina Department of Education  
Office: 803-734-5080  
Cell: 803-206-5254

---

**From:** Brown, Ryan <RyBrown@ed.sc.gov>  
**Sent:** Monday, June 7, 2021 4:50 PM  
**To:** Lucas Daprile  
**Subject:** RE: CRT

Lucas,

There is a lot of confusion amongst the public as to what Critical Race Theory (CRT) is and what it is not. We constantly receive complaints from parents about CRT being taught in our public schools. Many times what parents think is CRT is actually not but there have been instances of CRT principles being taught in public schools without the knowledge or consent of the school or district's administration. This is generally rectified by the school/district's instructional leader providing the teacher with a more appropriate resource tied to state standards.

When the state says it will not promote or fund CRT trainings, that means we will not offer them through our agency or fund their use through schools and districts. We will also not apply for any funding that promote the use CRT or CRT based curriculum. You are correct that we cannot dictate what an individual citizen chooses to do with their own money.

Best,

Ryan

Ryan Brown  
Chief Communications Officer  
South Carolina Department of Education  
Office: 803-734-5080  
Cell: 803-206-5254

Visit SCDE's Newsroom

-----Original Message-----

From: Lucas Daprile <ldaprile@thestate.com>

Sent: Monday, June 7, 2021 3:59 PM

To: Brown, Ryan <RyBrown@ed.sc.gov>

Subject: CRT

Hey Ryan, this is Lucas from The State. I saw Superintendent Spearman's recent post about Critical Race Theory and I was hoping to follow up with some questions.

Two USC professors, Dr. David Martinez and Dr. Spencer Platt, told me on the record that they have never heard of Critical Race Theory being taught in K-12 classes. Are you, or SCDE, aware of any instances when CRT was used in a South Carolina K-12 class? If so, can you refer me to that example?

The superintendent's post said SC will not promote or fund any training opportunities that promotes Critical Race Theory among teachers. Will SCDE try to stop teachers who want to take these training opportunities on their own?

Critical Race Theory is often described as a framework for scrutinizing public policies, institutions, etc. If a teacher wanted to use those methods to inform a lesson, wouldn't he or she be protected under the first amendment?

Lucas

**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Subject:** Thank you  
**Date:** Tuesday, June 8, 2021 5:04:39 AM

---

Recently read that you feel there is no place in SC schools for CRT, critical race theory. Thank you, thank you!  
Hold firm. [REDACTED] Aiken SC

Sent from my iPad

---

**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Tuesday, June 8, 2021 5:19 AM  
**To:** Spearman, Molly  
**Subject:** One Big Reason Schools Are Ditching Remote Learning: The Cost

---

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YOUR DAILY EDUCATION NEWS AND INSIGHT - JUNE 8, 2021



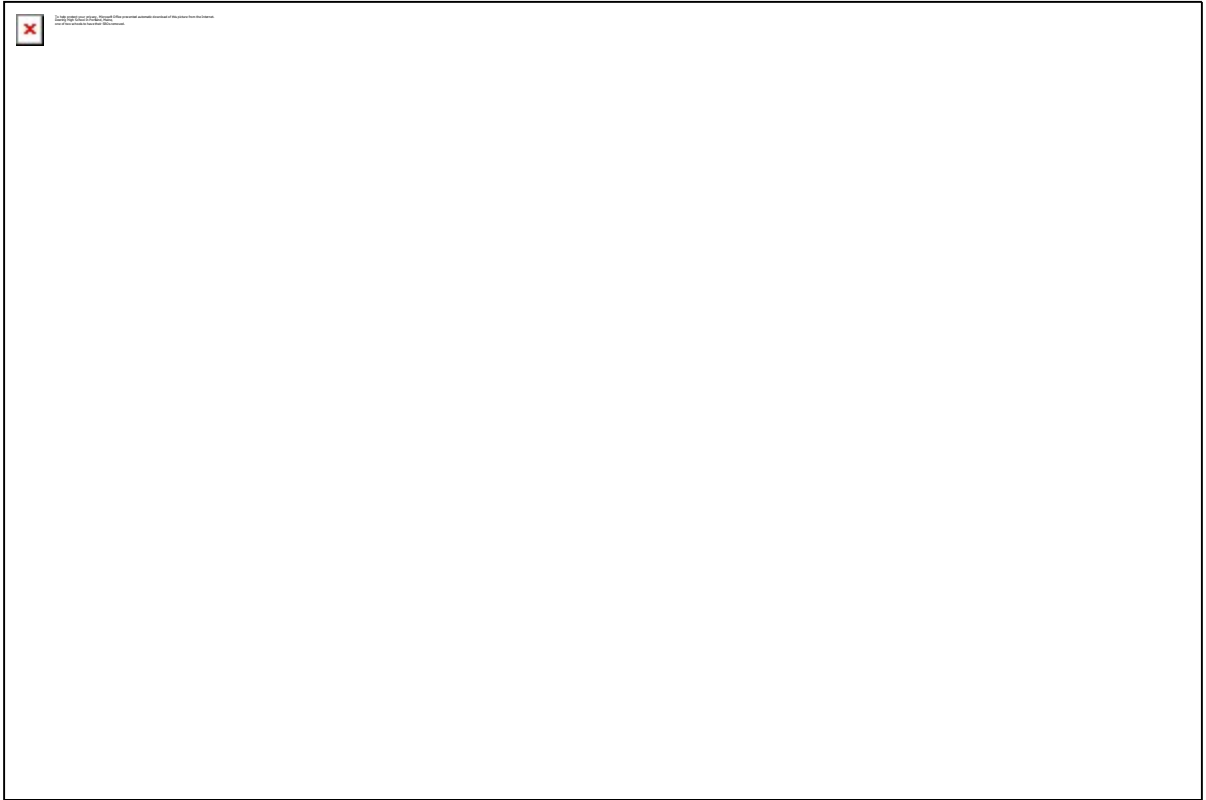
# EdWeek Update

SPECIAL COLLECTION

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The murder of George Floyd and the Black Lives Matter protests that followed forced schools to re-evaluate how they serve Black students and marginalized communities. In a new collection, [we examine how these events have shaped K-12 schooling.](#)





SCHOOL CLIMATE & SAFETY

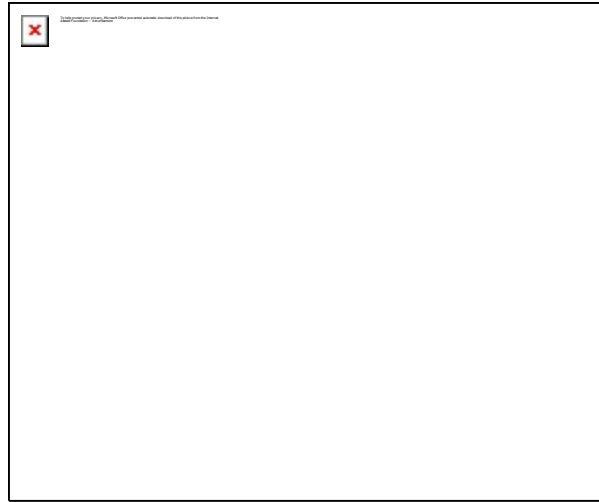
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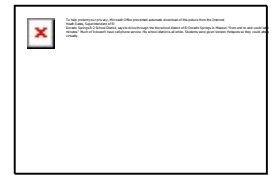


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## One Big Reason Schools Are Ditching Remote Learning: The Cost

Despite increasing demand from parents, states are giving districts little financial incentive to provide online learning this fall.

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ENGLISH-LANGUAGE LEARNERS

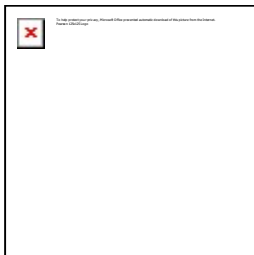
## Who's Teaching the Children Crossing the U.S. Border? Answers to 6 Questions

A growing number of unaccompanied minors are crossing into the U.S. via the southwestern border. What's happening with their education?

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STATES

# Let School Officials Seek Gun Limits for Potentially Violent Students, Fed's Suggest

A model state "red flag" bill would let school officials ask courts to halt students' access to guns if they are deemed a risk.

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SCHOOL & DISTRICT MANAGEMENT, OPINION

# Pump the Brakes on Drive to End Snow Days

Even setting aside (legitimate) questions about hardware, connectivity, and student preferences, ending snow days deserves careful scrutiny.

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# High Court Declines to Hear Ex-Principal's Race-Bias Case Over Transfer to Central Office

The justices also refuse to take up a case challenging the requirement that men, but not women, register for the military draft.

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# Could School Resegregation Drive White Students to Become Democrats as Adults?

A researcher tracked the political affiliation of adults who graduated from high schools where court-ordered desegregation was lifted.



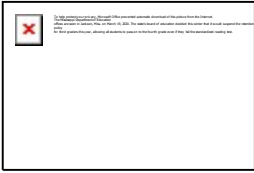
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# Pandemic Prompts Some States to Pass Struggling 3rd Graders

As families wrestle with online learning, a pandemic economy and mental health difficulties, some states are delaying 3rd grade retention.



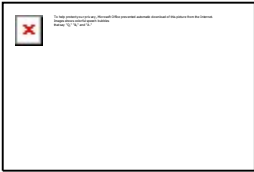
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# Seven Strategies for Grammar Instruction

Five educators share instructional strategies for engaging and effective grammar instruction.



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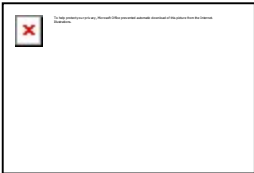
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# What Is Critical Race Theory, and Why Is It Under Attack?

Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept-and how it's portrayed in political circles.



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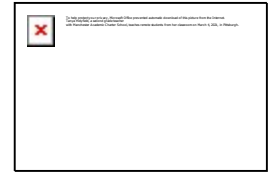
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## Forbidding Remote Learning: Why Some Schools Won't Offer a Virtual Option This Fall

Some K-12 leaders say remote learning is inferior and needs to go. But some parents and health experts caution against such strict limits.

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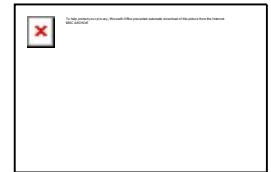
4

CLASSROOM TECHNOLOGY, OPINION

## How Effective Is Online Learning? What the Research Does and Doesn't Tell Us

Research suggests on average students don't learn as much online, particularly if they are already struggling, writes Susanna Loeb.

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EQUITY & DIVERSITY, OPINION

## Critical Race Theory Isn't a Curriculum. It's a Practice

The furor over CRT removes a valuable tool from teachers' hands. And perhaps that's the point.



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## EdWeek Top School Jobs

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6935 Arlington Road, Suite 100, Bethesda, MD 20814

**From:** [REDACTED]  
**To:** [Ed, SCSupt](#)  
**Subject:** Race in education  
**Date:** Tuesday, June 8, 2021 8:45:49 AM

---

Molly,

I understand your fear of the teaching of the existence of racially-based disparities in our society or critical race theory. There are other disparities deserving air time.

How about releasing for each school year the racial composition of students enrolled by district and individual schools within each district in a single data file so what is happening behind the disclosure curtain can be better understood?

How about the racial and gender composition of the teaching staff by district by the individual school?

How about STEM degreed teaching staff teaching STEM content?

I could go on but I won't. Sunshine does a wonderful job of disinfecting stink.

Get it out through an intermediary such as Clemson and USC. But get it out.

Regards,

[REDACTED]

**From:** [SC Superintendent](#)  
**To:** [Talbert, Ashton](#)  
**Subject:** Fwd: Race in education  
**Date:** Tuesday, June 8, 2021 9:35:55 AM

---

Isn't this the same data request we had from this guy about a week ago?

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---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 8:45 AM  
**To:** Ed, SCSupt  
**Subject:** Race in education

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Regards,  
[REDACTED]



**From:** [Talbert, Ashton](#)  
**To:** [SC Superintendent](#)  
**Subject:** RE: Race in education  
**Date:** Tuesday, June 8, 2021 9:40:17 AM

---

It is the same person/requester, but I don't think that was the same data he was asking about in the other email.

I emailed him and asked him to submit his request through the portal and let him know that some of the data he was seeking was available on the SC Report Card site.

I can email him again from the FOIA account and let him know that he can submit his request through the portal, just let me know.

-Ashton

---

**From:** SC Superintendent <superintendent@ed.sc.gov>  
**Sent:** Tuesday, June 8, 2021 9:36 AM  
**To:** Talbert, Ashton <atalbert@ed.sc.gov>  
**Subject:** Fwd: Race in education

Isn't this the same data request we had from this guy about a week ago?

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---

**From:** [REDACTED]  
**Sent:** Tuesday, June 8, 2021 8:45 AM  
**To:** Ed, SCSupt  
**Subject:** Race in education

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Get it out through an intermediary such as Clemson and USC. But get it out.

Regards,



---

**From:** Erin Hughes <ehughes@SCSBA.ORG>  
**Sent:** Tuesday, June 8, 2021 11:38 AM  
**Subject:** SCSBA e-Clippings

e-Clippings and Upcoming Events is a publication of the South Carolina School Boards Association

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Tuesday, June 8, 2021



[Aiken Standard](#), **Aiken** (paid subscription required)  
[Officials, residents weigh in on critical race theory](#)

**8-10: [NSBA Advocacy Institute Online](#)**

[ABC News 4](#), **Charleston**  
[New initiative with DEW, technical schools](#)  
[West Ashley High NJROTC cadets awarded scholarships](#)

**SCSBA summer schedule**  
Starting June 7, the SCSBA offices will be closed on Fridays through August 13. The automated office phone system will be in effect every Friday, and contacts to individual staff members can be made by following the phone message prompts and dialing staff extension numbers, which are available [here](#). Messages can also be left in the general voice mail box.

[Post and Courier](#), **Charleston** (paid subscription required)  
[Aiken students inducted into Cambridge diploma program](#)  
[Dual enrolled student wins public speaking contest](#)  
[Students name ship-to-shore cranes](#)  
[Veteran educators receive thanks in several languages](#)

[ABC Columbia](#), **Columbia**  
[Second vaccination "party" coming to WA Perry Middle](#)  
[Summer reading program exploring zoo's stories](#)

[Carolina Panorama](#), **Columbia**  
[Richland 1 teacher receives Junior League award](#)

[WIS TV](#), **Columbia**  
[Photo of suspect vehicle in teacher's hit and run released](#)



Facebook



Twitter

WLTX TV, Columbia

After employee walkout at SCDJJ, employees are back  
Partnership aims to improve students' well-being

Morning News, Florence

Florence 4 and 1 consolidation committee to meet  
Hartsville student appointed to the Naval Academy  
Timmonsville High holds commencement

Fox Carolina, Greenville

Greenville to host summer school COVID vaccine events

Greenville News, Greenville (paid subscription required)

Westside High announces football coach replacement

Index-Journal, Greenwood (paid subscription required)

Greenwood library kicks off summer reading program  
Greenwood 50 discusses proposed budget  
Greenwood 50 names Teacher of the Year  
Consolidations starting to add up (opinion)

Island Packet, Hilton Head (paid subscription required)

Beaufort cop showed students family crime records

My Horry News, Horry

Horry removing plexiglass from classrooms this summer

The News, Kingstree

Williamsburg announces 2020-2021 graduation plan

Go Laurens, Laurens

Laurens 55 approves new principal of Laurens Elementary  
New principal named at Sanders Middle  
Thornwell launches daily meal pickups during summer

The Lexington Ledger, Lexington

Educational Foundation names Administrator of the Year

[Lexington 1 announces administrative job changes](#)  
[Ten local students named S.C. Teaching Fellows](#)

[News 2, Mt. Pleasant](#)

[Committee to feature high school student on board](#)  
[Students name cranes at Hugh K. Leatherman Terminal](#)

[Sun News, Myrtle Beach](#)

[Many kids head to summer school](#)

[WPDE, Myrtle Beach](#)

[Horry's plan for 2021-22 school year after pandemic](#)

[USA Today, National](#)

[After COVID, is online school over?](#)

[Times and Democrat, Orangeburg](#)

[Bamberg consolidation advancing](#)

[WBTW, Pee Dee](#)

[Horry releases draft of 2021-22 in-person plan](#)  
[Marion High names new head football coach](#)  
[Six sign to play sports at Waccamaw High](#)

[The Herald, Rock Hill](#)

[School impact fees, other decisions loom in Lancaster](#)

[Herald-Journal, Spartanburg](#)

[Spartanburg 4 mourns loss of Woodruff High student](#)

[The Item, Sumter](#) (paid subscription required)

[Emerging Leaders Program graduates 16](#)  
[Sumter's public budget hearing comments due Monday](#)

We try to catch them all, but sometimes an article slips through the cracks and falls. See something we've missed?

Click [here](#) to send us the article link, and we'll get it in within the week!

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**From:** [REDACTED]  
**To:** [Superintendent CCSD](#)  
**Cc:** [REDACTED]; [SC Superintendent](#); [REDACTED]  
**Subject:** Proof of CRT being used.  
**Date:** Tuesday, June 8, 2021 5:31:17 PM

---

Have you seen this video on the East Cooper Montessori's website? My children attend this school and my daughter was forced to participate in this project without our knowledge or consent. This was one out of two projects that I did not give consent that she was a part of. I'd be glad to share the other one as well. She came home speaking of her "white skin", how awful white people are for what we are doing with the Dakota pipeline, asking what Binary means, this is just some of the things that were discussed.

This mural painted on the side of their building has the BLM fist in the letters. We donated \$4k to this school last year and they spent the money funding a muralist that speaks at BLM conferences?

I trusted CCSD and this school with my child and this is what I get! I am so upset. I partly blame myself because I should have pulled them out earlier. I just never thought they would do this to our children.

Lastly, our daughter was asked to do a final project where she gets to teach on anything of her choice. She chose God. Her project was completely edited where God was diluted. If they are able to teach my children their "religion" and beliefs then why can't my daughter teach ours? My question to superintendent and the school board are if the school principals are claiming the children had authority to create this mural, the words broadcast "white Christian males" with the assumption that they are bad and put it on their website, then why is my daughter not allowed to speak about God. I want the answer.

<https://vimeo.com/548512251/76da5a8f71?fbclid=IwAR0aaCx-rrqJiCl2wRx2tjhj77CSHjDXbOHuqqMYPN3k03qG-DuaEPSfxow>

Sent from my iPhone

On May 12, 2021, at 10:39 AM, [REDACTED] wrote:

I spoke with McMaster's office and they made note of "ccsd not complying with orders". That was their words.

My children are not in school today, won't be in school tomorrow and so on, until you follow orders and give my parental rights back. We have unenrolled for next school year as of now. We will not be taking state tests. We certainly will NOT be donating our annual \$4k to the school this year. What else you wonder? Well you are now held liable.

Today my ten year old daughter was approached by the principal of East Cooper

Montessori, Jody Swanigan and forced to put on a medical prophylactic. She said, "yes ma'am but please call my mom". Jody said she would and never did. Illegal action number 1.

I called the school and asked if kids were being forced to wear masks at their desks. The principals wouldn't speak with me but the admin staff said my kids were wearing masks. Illegal number 2, not following executive orders, since I sent a standardized 'Opt out of masks' email for both of my children.

I have now spoken with McMaster's office and confirmed that CCSD is not in compliance with his orders. They have made note.

[REDACTED]

Sent from my iPhone

On May 5, 2021, at 8:57 PM, [REDACTED]  
[REDACTED] wrote:

<image1.png>

Sent from my iPhone

On May 5, 2021, at 3:08 PM, Superintendent CCSD  
<Superintendent@charleston.k12.sc.us> wrote:

Charleston County School District and the decision-makers charged with making and enforcing policy absolutely place the health and well-being of all students as a top priority. The very fact that we implemented a mandatory mask policy for students in order to open schools for in-person learning eight months ago speaks to that priority. The CCSD Board members, as lay citizens, and the CCSD administration, as educators, have relied all year on the advice of the region's medical experts to guide us in matters related to COVID-19 safety protocols.

MUSC and SC DHEC, as recently as this week, reinforced their advice to CCSD staff that the mask requirement should not be relaxed. Also, the SC Department of Education has echoed their support for keeping the mask requirement in place. Just last week, the SC COVID Liability Immunity Act was signed into state law, which basically provides immunity to schools/districts (and businesses) from



lawsuits for “actual, alleged or feared exposure of the virus” as long as we “operate consistently with applicable public health guidance” related to the coronavirus pandemic. This means that CCSD's most responsible course of action is to follow DHEC guidelines which currently recommend masks in schools.

We appreciate your concern about the well-being of your children and the amount of time you have put into expressing your opinion. However, it stands that our most responsible position is to keep the CCSD mask requirement for students and staff in place. As such, all students are expected to comply in the same way they would with any other school policies and expectations. Students will not be allowed to attend school without a mask, and failure to follow the school's rules and expectations regarding masks will be dealt with appropriately in accordance with the school's disciplinary policies.

We understand that this is a controversial and important issue to many parents. Please know that our COVID protocol decisions have been made in what we think is the best interest of our students in order to safely provide in-person learning. As a result, CCSD is one of the state's and nation's leaders in the percentage and number of students who are attending school in-person five days a week. Additionally, we have kept the COVID-19 numbers in school to a much lower level than the larger community. We believe that our safety protocols, of which masks are only one, have played a huge role in allowing us to keep schools open for the students and parents of our district.

We ask for your patience and understanding as we complete the final weeks of this remarkable school year, and we wish for the continued safety and health of you and your family.

Sincerely,

Trudie Bowles

Office of the Superintendent  
Charleston County School District  
[75 Calhoun Street](#)  
[Charleston, SC 29401](#)  
Phone: (843) 937-6318  
Fax: (843) 937-6323  
[www.ccsdschools.com](http://www.ccsdschools.com)  
[twitter.com/ccsdconnects](https://twitter.com/ccsdconnects)  
[facebook.com/ccsdconnects](https://facebook.com/ccsdconnects)

On Wed, May 5, 2021 at 9:05 AM [REDACTED]

[REDACTED] wrote:

We love our teachers and apologize to them if they feel involved. Thank you for cc'ing more on this email as I would like everyone to see this letter.

Here is the legal letter. We had it looked over by our family attorney as well. Plain and simple it is illegal for **anyone** to force a medical prophylactic on a child without parental consent. See letter below.

Date: April 12, 2021

To Whom It May Concern:

We are sending you this notice, as the parents of [REDACTED]. Our findings raise significant concerns, both medically and legally, of the current mask policy in place. Masks are ineffective for the purpose claimed by the mandate, potentially harmful, and only authorized for use by an EUA.

**Masks are ineffective and in many ways they harm.**

It's a myth that masks prevent viruses from spreading. The overall evidence is clear: Standard cloth and surgical masks offer next to no protection against virus-sized particles or small aerosols.<sup>1</sup> The size of a virus particle is much too small to be stopped by a surgical mask, cloth or bandana. A single virion of SARS-CoV-2 is about 60-140 nanometers or 0.1 microns.<sup>2</sup> The pore size in a surgical mask is 200-1000x that size. Consider that the CDC website states, "surgical masks do not catch all harmful particles in smoke." And that the size of smoke particles in a wildfire are ~0.5 microns which is 5x the size of the SARS-CoV-2 virus! Wearing a mask to prevent catching SARS-CoV-2, or similarly sized influenza, is like throwing sand at a chain-link fence: it doesn't work. There has been one large randomized controlled trial that specifically examined whether masks protect their wearers from the coronavirus. This study found mask wearing "did not reduce, at conventional levels of statistical significance, the incidence of Sars-Cov-2-infection."<sup>3</sup>

Consider also, that the existence of more particles does not mean more virus. Research shows less virus does not mean less illness. Dr. Kevin Fennelly, a pulmonologist at the National Heart, Lung and Blood institute debunked the view that larger droplets are

responsible for viral transmission. Fennelly wrote:

“current infection control policies are based on the premise that most respiratory infections are transmitted by large respiratory droplets- i.e., larger than 5 [microns] – produced by coughing and sneezing, ..Unfortunately, that premise is wrong.”<sup>4</sup>

Fennelly referenced a 1953 paper on anthrax that showed a single bacterial spore of about one micron was significantly more lethal than larger clumps of spores.<sup>5</sup> Exposure to one virus particle is theoretically enough to cause infection and subsequent disease. This is not an alarming thought - it simply means what it has always meant, that our immune system protects us continually all our life.<sup>6</sup>

There have been hundreds of mask studies related to influenza transmission done over several decades. It is a well-established fact that masks do not stop viruses. “Part of that evidence shows that cloth facemasks actually increase influenza-linked illness.”<sup>7</sup> Bacteria are 50x larger than virus particles.<sup>8</sup> As such, virus particles can enter through the mask pores, yet bacteria remain trapped inside of the mask, resulting in the mask-wearer continually exposed to the bacteria.

<page1image62598016.png>

Related to the 1918-1919 influenza pandemic, there was almost universal agreement among experts, that deaths were virtually never caused by the influenza virus itself but resulted directly from severe secondary pneumonia caused by well-known bacterial “pneumopathogens” that colonized the upper respiratory tract.<sup>9</sup> Dr. Fauci and his National Institute of Health studied pandemics and epidemics and concluded, “the vast majority of influenza deaths resulted from secondary bacterial pneumonia.”<sup>10</sup>

All parties mandating the use of facemasks are not only willfully ignoring established science but are engaging in what amounts to a whole school clinical experimental trial. This conclusion is reached by the fact that facemask use and COVID-19 incidence are being reported in scientific *opinion* pieces promoted by the CDC and others.<sup>11</sup> The fact is **after reviewing ALL of the studies worldwide, the CDC found “no reduction in viral transmission with the use of face masks.”**<sup>12</sup>

Additionally, Children have been repeatedly shown not to be drivers of this contagion. It is well- accepted that children have a statistically zero chance of dying from COVID. The CDC shows

the K-12 mortality rate from or with COVID is .00003.<sup>13</sup> Any intervention, especially one that is prophylactic, must cause fewer harms to the recipient than the infection. Since children have the lowest death rate from COVID infection, the cost-benefit of requiring children to wear an investigational face-covering with emerging safety issues is especially difficult to justify. Anthony Fauci was very clear that asymptomatic transmission was not a threat. He stated, “in all the history of respiratory-borne viruses of any type, asymptomatic transmission has never been the driver of outbreaks. The driver of outbreaks is always a symptomatic person.”<sup>14</sup>

Wearing respirators come(s) with a host of physiological and psychological burdens. These can interfere with task performances and reduce work efficiency. These burdens can even be severe enough to cause life-threatening conditions if not ameliorated.<sup>15</sup> Fifteen years ago, National Taiwan University Hospital concluded that the use of N-95 masks in healthcare workers caused them to experience hypoxemia, a low level of oxygen in the blood, and hypercapnia, an elevation in the blood's carbon dioxide levels.<sup>16</sup> Studies of simple surgical masks found significant reductions in blood oxygen as well. In one particular study, researchers measured blood oxygenation before and after surgeries in 53 surgeons. Researchers found the mask reduced the blood oxygen levels significantly, and the longer the duration of wearing the mask, the greater the drop in blood oxygen levels.<sup>17</sup>

Moreover, people with cancer, will be at a further risk from hypoxia, as cancer cells grow best in a bodily environment that is low in oxygen. Low oxygen also promotes systemic inflammation which, in turn, promotes “the growth, invasion and spread of cancers.”<sup>18</sup> Repeated episodes of low oxygen, known as intermittent hypoxia, also “causes atherosclerosis” and hence increases “all cardiovascular events” such as heart attacks, as well as adverse cerebral events like stroke.<sup>19</sup>

Furthermore, the mandatory mouth mask in schools is

a major threat to a child's development. It ignores the essential needs of a growing child. The well-being of children and young people is highly dependent on the emotional connection with others. Masks create a threatening and unsafe environment, where emotional connection becomes difficult.<sup>20</sup>

**Informed consent is required for investigational medical therapies.**

<page2image62497216.png>

Regardless of the lack of safety and efficacy behind the decision to require a child to wear a mask, it is illegal to mandate EUA approved investigational medical therapies without informed consent. Mask use for viral transmission prevention is authorized for Emergency Use only.<sup>21</sup> Emergency Use Authorization by the FDA, means “the products are investigational and experimental” only.<sup>22</sup> The statute granting the FDA the power to authorize a medical product of emergency use requires that the person being administered the unapproved product be advised of his or her right to refuse administration of the product.<sup>23</sup> This statute further recognizes the well- settled doctrine that medical experiments, or “clinical research,” may not be performed on human subjects without the express, informed consent of the individual receiving treatment.<sup>24</sup>

The right to avoid the imposition of human experimentation is fundamental, rooted in the Nuremberg Code of 1947, has been ratified by the 1964 Declaration of Helsinki, and further codified in the United States Code of Federal Regulations. In addition to the United States regarding itself as bound by these provisions, these principles were adopted by the FDA in its regulations requiring the informed consent of human subjects for medical research.<sup>25</sup> . The law is very clear; It is unlawful to conduct medical research (even in the case of emergency), unless steps taken to ... secure informed consent of all participants.<sup>26</sup>

Furthermore, by requiring children to wear a mask, you are promoting the idea that the mask can prevent or treat a disease, which is an illegal deceptive practice. It is unlawful to advertise that a product or service can prevent...disease unless you possess competent and reliable scientific evidence...

substantiating that the claims are true.

The FDA EUA for surgical and/or cloth masks explicitly states, “the labeling must not state or imply... that the [mask] is intended for antimicrobial or antiviral protection or related, or for use such as infection prevention or reduction.”<sup>28</sup> As you can see from the image below, masks do not claim to keep out viruses.

**Illegally mandating an investigational medical therapy generates liability.**

<page3image56211472.jpeg>

<page3image62489728.png>

There are no efficacy standards on child-sized masks and respirators under OSHA, but there are proven microbial challenges as well as breathing difficulties that are created and exacerbated by masking children.

Requiring children to wear a mask sets the stage for contracting any infection, including COVID-19, and making the consequences of that infection much graver. In essence, a mask may very well put children at an increased risk of infection, and if so, having a far worse outcome.<sup>29</sup>

The fact that mask wearing presents a severe risk of harm to the wearer should – standing alone – not be required for children, particularly given that these children are not ill and have done nothing wrong that would warrant an infringement of their constitutional rights and bodily autonomy. Promoting use of a non-FDA approved, Emergency Use Authorized mask, is unwarranted and illegal. This mandate is in direct conflict with Section 360bbb-3€(1)(A)(ii)(I- III), which requires the wearer to be informed of the option to refuse the wearing of such “device.”

Misrepresenting the use of a mask as being intended for antimicrobial or antiviral protection, and/or misrepresenting masks for use as infection prevention or reduction is a deceptive practice under the FTC. It is clear, there is no waiver of liability under deceptive practices, even under a state of emergency. As such, forcing children to wear masks, or similarly forcing use any other non-FDA approved medical product without the child’s (or the child’s parental) consent, is illegal and immoral.

This letter serves as official notice that [REDACTED] does not have consent to being forced to wear a mask. Accordingly, I urge you to comply with Federal and State law, and advise children they have a right to refuse or wear a mask as a measure to prevent or reduce infection from COVID-19. Any other course of action is contrary to the law. I am willing to testify as to the veracity of the contents in this document. Please confirm no further pressure will be exerted upon [REDACTED] to follow this illegal mask mandate, and that they will not face any retaliatory disciplinary action.

Sincerely,

[REDACTED]

<sup>1</sup> <https://www.jamanetwork.com/article.aspx?doi=10.1001/jamainternmed.2020.4221>

<sup>2</sup> Berenson, A (November 24, 2020). *Unreported Truths about Covid-19 and Lockdowns: Part 3: Masks*

<sup>3</sup> <https://www.acpjournals.org/doi/10.7326/M20-6817>

<sup>4</sup> [https://www.thelancet.com/journals.lanres/article/PIIS2213-2600\(20\)30323-](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext)

[4/fulltext](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext) <sup>5</sup> [https://www.thelancet.com/journals.lanres/article/PIIS2213-2600\(20\)30323-](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext)

[4/fulltext](https://www.thelancet.com/journals.lanres/article/PIIS2213-2600(20)30323-4/fulltext) <sup>6</sup> <https://www.sciencedaily.com/releases/2009/03/090313150254.htm>

<sup>7</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4420971/>

<sup>8</sup> <https://www.merriam-webster.com/words-at-play/virus-vs-bacteria-difference>

<sup>9</sup> The pathology and bacteriology of pneumonia following influenza. Chapter IV, Epidemic respiratory disease. The pneumonias and other infections of the respiratory tract accompanying influenza and measles, 1921 St, Louis CV Mosby (p. 107-281)

<sup>10</sup> <https://academic.oup.com/jid/article/198/7/962/2192118>

<sup>11</sup> <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

<sup>12</sup> Nonpharmaceutical Measures for Pandemic Influenza in Nonhealthcare Settings—Personal Protective and Environmental Measures, Jingyi Xiao<sup>1</sup>, Eunice Y. C. Shiu<sup>1</sup>, Huizhi Gao, Jessica Y. Wong, Min W. Fong, Sukhyun Ryu, and Benjamin J. Cowling (Volume 26, Number 5, May of 2020).

<sup>13</sup> <https://www.cdc.gov/coronavirus/2019-ncov/community/schoolschildcare/k-12-testing.html>

<https://www.youtube.com/watch?v=X1orSO094uY>

<sup>15</sup> Arthur Johnson, Journal of Biological Engineering (2016).

<sup>16</sup> The Physiological Impact of N95 Masks on Medical Staff, National Taiwan University Hospital (June 2005).

<sup>17</sup> Bader A et al. Preliminary report on surgical mask induced deoxygenation during major surgery. Neurocirugia 2008;19:12-126..

<sup>18</sup> Aggarwal BB. Nuclear factor-kappaB: The enemy within. Cancer Cell 2004;6:203-208, and Blaylock RL. Immunoexcitatory mechanisms in glioma proliferation, invasion and occasional metastasis. Surg Neurol Inter 2013;4:15.

<sup>19</sup> Savransky V et al. Chronic intermittent hypoxia induces atherosclerosis. Am J Resp Crit Care Med 2007;175:1290-1297.

<sup>20</sup> <https://www.world-today-news.com/70-doctors-in-open-letter-to-ben-weyts-abolish-mandatory-mouth-mask-at-school-belgium/>

<sup>21</sup> <https://www.fda.gov/media/137121/download>

<sup>22</sup> [https://ca.childrehealthdefense.org/wp-content/uploads/CDE-Superintendent-Letter0from-Childrens-Health-](https://ca.childrehealthdefense.org/wp-content/uploads/CDE-Superintendent-Letter0from-Childrens-Health-Defense-California-Chapter.pdf)

Defense-California-Chapter.pdf

<sup>23</sup> 21 U.S.C. § 360bbb-3 (The FD&C Act)

<page5image62472384.png>

<page5image62472576.png>

<sup>24</sup> 21 U.S.C. § 360bbb-3(e)(1)(A) (“Section 360bbb-3”) <sup>25</sup> C.F.R. § 50.20

<sup>26</sup> <http://www.invertedalchemy.com/2020/12/belief-is-not-medical-counter-measure.html>, 21 C.F.R. § 50.23, 21 C.F.R. §50.20 21 C.F.R. § 50.24

<sup>27</sup> FTC Act, 15 U.S. Code § 41

<sup>28</sup> <https://www.fda.gov/media/137121/download>

<sup>29</sup> Russell Blaylock, Id. (quoting Shehade H et al. Cutting edge: Hypoxia-Inducible Factor-1 negatively regulates Th1 function. J Immunol 2015;195:1372-1376. See also: Westendorf AM et al. Hypoxia enhances immunosuppression by inhibiting CD4+ effector T cell function and promoting Treg activity. Cell Physiol Biochem 2017;41:1271-84. See further: Sceneay J et al. Hypoxia-driven immunosuppression contributes to the pre- metastatic niche. Oncoimmunology 2013;2:1 e22355.



On May 5, 2021, at 5:30 AM, Jody Swanigan <[jody@montessoricharterschool.com](mailto:jody@montessoricharterschool.com)> wrote:

Hi [REDACTED],  
The Rise Up Project was a powerful project that got students talking about the many injustices some groups of people have endured throughout history and how those historical events relate to some of the current events and debates that are happening today. We hope that students continue to discuss topics that move them and make them consider more critically all the events that shape them. There is no doubt this period will shape this generation in a lot of ways. Just as you have heard me say, the children that were at an impressionable age when the economy crashed in 2007-2008 and children watched their parents lose their jobs facing uncertainty, this generation will understand the fragility of life in way other generations have not experienced. We are all tired of masks but watching the numbers plummet since the vaccine started, makes the direction we're headed crystal clear. I don't understand how denying kids more school time or sending them to school to defy the very schools and teachers they love and trust, solves anything when there are just 35 school days left. In addition, it takes a minute to change course when ushering 400 students much less 50,000. Baby steps. We are almost to the finish line. The Rise Up Project was in part to help kids focus their natural frenetic energy towards something OTHER than Covid, masks, distancing and sanitizing because it has consumed us long enough.

I have noted your children will be absent (unexcused) from school today. I have also cc'd the ECMCS Governing Board so your wishes are known.

Below is a copy of the email received yesterday morning by all staff and families

of ECMCS.

Dear Families,

We are aware there is mounting frustration regarding masks in schools as well as protests planned this week.

At ECMCS, whenever possible, our policies have been aligned with the CDC. We also closely monitor DHEC, MUSC and CCSD data and policies to ensure we are in compliance with state and local policies as well. Independently, we assess our school community and weigh the risks versus benefits of adding or removing layers of viral transmission risk mitigation efforts. However, ECMCS is a **public school** and adheres to the same policies, requirements and liabilities of all public schools in Charleston County School District.

On April 23, the CDC published a revised '[Operational Strategy for K-12](#).' Based on a review of these revisions and an independent assessment of our space, school-based virus transmission rate and numerous other factors including the social/emotional wellbeing of our students and staff, we have a few updates for our school families.

#### Plexi & Masks Update

1.

It was always our intention to wait until the [CCSD Covid Dashboard](#) was at green-green-yellow to remove masks outdoors again. We are finally there! Students will be able to remove masks outdoors as long as 3 foot distancing is

maintained. As a reminder, our students spend significantly longer periods of time outdoors than other schools given outdoor picnic table lunches as well as additional morning recess. We expect the CDC to publish updated guidelines on outdoor masking in unvaccinated populations within the next couple of weeks and will evaluate their guidelines through our ECMCS lens at that time.

2.

We started removing sections of plexiglass yesterday in Upper Elem and Middle School. They have been removed all together as desk partitions in our arts spaces. The classroom pods, however, will remain. Students are able to move from one side of the room to the other for brief periods to gather materials, ask a question, etc. Primarily, panel removal will allow teachers to move freely from one side of the room to the other and potentially pull a group of students together from each pod to participate in a lesson as opposed to what they have been doing which is to teach the lesson twice, once to each side of the room. We will still comply with the 3 foot distancing guideline and seating assignments for contact tracing purposes.

3.

CCSD authorized indoor mask breaks for up to 10 minutes every 1-2 hours. In lieu of this all year our children have been taking OUTDOOR mask breaks twice per day, in addition to lunch and recess. Our standard has been to

offer more than the standard from the onset. Additional unscheduled breaks may occur as teachers know their kids and easily recognize when someone and/or the whole class needs a break - the teachers need breaks too!

We have been notified that some families in Mt. Pleasant are planning to send students to specific schools tomorrow refusing to wear masks. Please understand that if a student arrives at school and refuses to wear a mask per the protests occurring this week, your child will not be permitted to attend. We absolutely **do not want** to send a child home or put a child in this position. We want to assure families that any time a student needs a mask break they are able to take it, as they have all year long. ECMCS has always been, and will continue to be, a community school centered around peace. We strongly encourage families to support us.

*Thank you!*

On Tue, May 4, 2021 at 9:11 PM [REDACTED]

wrote:

>> This year East Cooper Montessori Charter School has promoted a Human Rights campaign as well as the Rise up program - A call to Action(what will you Rise up for?!). Our children [REDACTED] have decided they would like to participate in the 'Unmask Our Children' day as a way to advocate for their Human rights. I'm sure you can agree this is exactly the type of rhetoric

you have promoted and encouraged. Our plan was to ask that you allow them to have a voice like you have taught them but after receiving the schools rigid email it appears you are not providing an opportunity for their voice to be heard. For this reason and per your instructions [REDACTED] will not be attending school on May 5th. We hope this makes ours and many others in our communities position heard. If not we will consider further options such as unenrolling for the rest of the school year, as we have already unenrolled for next school year.

Thank you,  
[REDACTED]

Sent from my iPhone

--

Jody Swanigan  
Principal  
East Cooper Montessori

This is a staff email account managed by East Cooper Montessori Charter School. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

--

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Charleston County School District  
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[Charleston, SC 29401](#)  
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Fax: (843) 937-6323  
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Students are the Heart of Our Work.

---

**From:** EdWeek Update <newsletters@edweek.org>  
**Sent:** Wednesday, June 9, 2021 5:18 AM  
**To:** Spearman, Molly  
**Subject:** Which Districts Have Cut School Policing Programs?

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YOUR DAILY EDUCATION NEWS AND INSIGHT - JUNE 9, 2021

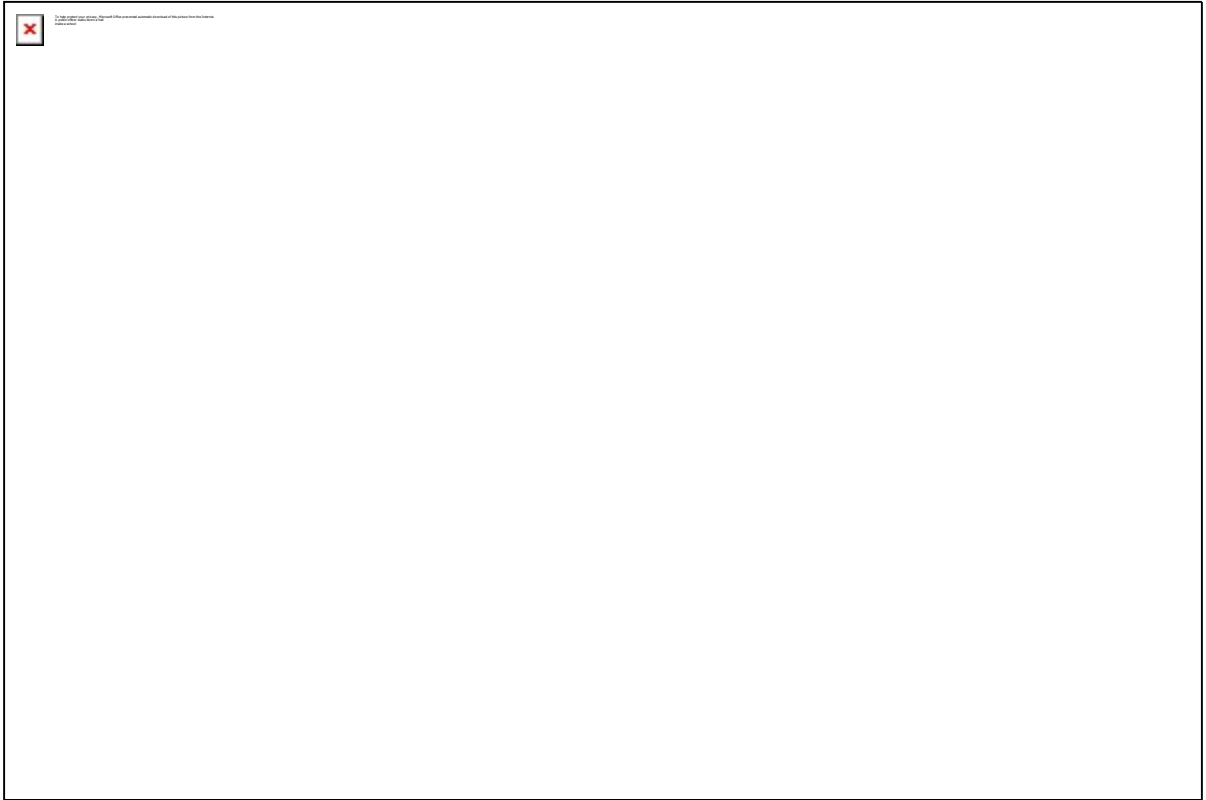


# EdWeek Update

SPECIAL COLLECTION

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The murder of George Floyd and the Black Lives Matter protests that followed forced schools to re-evaluate how they serve Black students and marginalized communities. In a new collection, [we examine how these events have shaped K-12 schooling.](#)



SCHOOL CLIMATE & SAFETY, INTERACTIVE

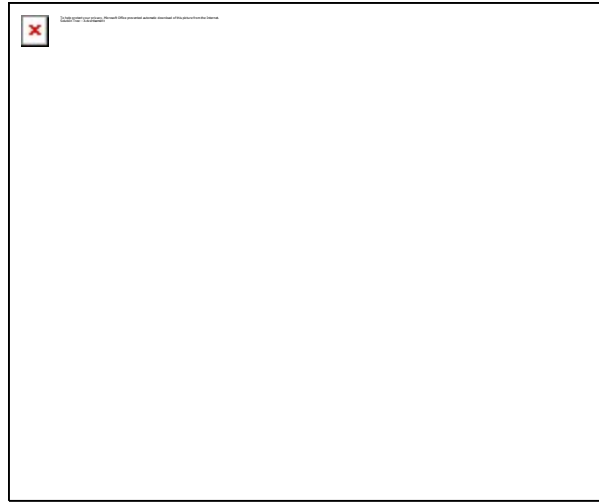
# Which Districts Have Cut School Policing Programs?

Which districts have taken steps to reduce their school policing programs or eliminate SRO positions? And what do those districts' demographics look like? Find out with Education Week's new interactive database.

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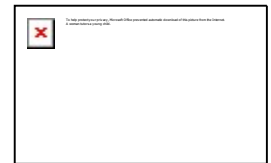


SCHOOL & DISTRICT MANAGEMENT, OPINION

## 8 Considerations for Designing High-Impact Tutoring

The most important rule is to start small and find success before expanding, writes Kevin Newman of the KIPP Foundation.

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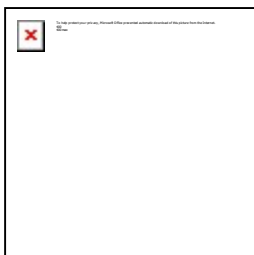
## New COVID-19 Aid Coalition Highlights Strategies for Retaining Teachers, Digital Learning

The coalition representing school officials, teachers' unions, and others, has pledged a multiyear effort to use relief aid effectively.

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### Improve language arts skills through science

In this white paper, learn how science can be an important part of the day by using a curriculum that includes communication, collaboration, argumentation, and notebooking. [Download whitepaper](#)

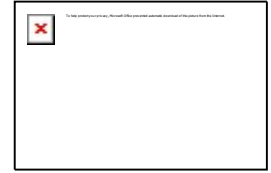


MARKETPLACE K-12

## Big Gaps Remain in Students' Home Internet Access, Survey Reveals

Even as internet access for students away from school has increased, many lack the robust connectivity, a survey by the Consortium for School Networking finds.

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TEACHING PROFESSION

## Teachers Walk Off the Job at Chicago's Urban Prep

With just two weeks left to the school year, teachers went on strike over what they say is a lack of support for special education students.

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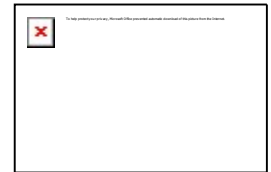


MARKETPLACE K-12

## Richard Robinson, CEO of Children's Publishing Giant Scholastic, Dies at Age of 84

Richard Robinson, who had helmed the giant company in children's publishing for nearly five decades, passed away at the age of 84.

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### THREE MUST READS FOR THE SUMMER

1

SCHOOL & DISTRICT MANAGEMENT

## Summer School Is More Important Than Ever. But



# Teachers Are 'Fried' and Need a Break

Districts are getting creative about enticing worn-out teachers to stay on for the summer.

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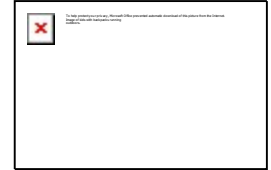
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STUDENT WELL-BEING

## How Educators Are Approaching Summer Learning This Year

After a difficult year, schools adjust what's best for students as they customize summer learning, enrichment, and play opportunities.

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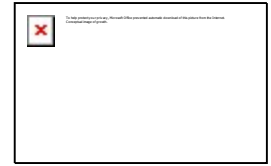
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PROFESSIONAL DEVELOPMENT

## Professional Development This Summer: What Teachers and Principals Say They Need

School and classroom leaders weigh in on how PD this summer should prioritize needs made plain during the pandemic.

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### MOST POPULAR STORIES

1

EQUITY & DIVERSITY, EXPLAINER

## What Is Critical Race Theory, and Why Is It Under Attack?



Debates about critical race theory are coming to your district, board room, and classroom. Here's what you need to understand about the academic concept-and how it's portrayed in political circles.

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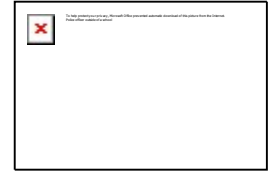
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SCHOOL CLIMATE & SAFETY

## Defunded, Removed, and Put in Check: School Police a Year After George Floyd

Education Week has identified 40 school districts that defunded their police after last summer's Black Lives Matter protests.

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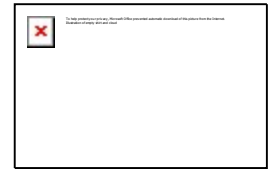
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TEACHING PROFESSION, OPINION

## Compassion Fatigue Is Overwhelming Educators During the Pandemic

Educators need acknowledgment and healing while dealing with their own and others' grief. Here's what administrators can do to help.

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4

CLASSROOM TECHNOLOGY, OPINION

## 'My Online Learning Experience as a Student Is Not So Good'

High school students reveal what they like and don't like about remote learning, and whether they prefer it.

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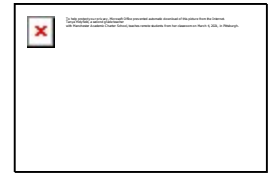
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SCHOOL & DISTRICT MANAGEMENT

## Forbidding Remote Learning: Why Some Schools Won't Offer a Virtual Option This Fall

Some K-12 leaders say remote learning is inferior and needs to go. But some parents and health experts caution against such strict limits.

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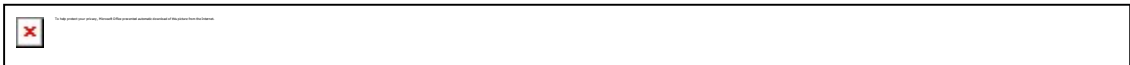
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**From:** Erin Hughes <ehughes@SCSBA.ORG>  
**Sent:** Wednesday, June 9, 2021 9:17 AM  
**Subject:** SCSBA e-Clippings and Legislative Update

e-Clippings and Legislative Update is a publication of the South Carolina School Boards Association

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**Wednesday, June 9, 2021**



[Aiken Standard](#), **Aiken** (paid subscription required)

- [Aiken board revisits critical race theory](#)
- [SCDE awards Aiken private schools COVID funds](#)

[Chronicle-Independent](#), **Camden** (paid subscription required)

- [Camden Middle assistant principal named](#)
- [Finances on the agenda for board](#)
- [Sumter teen earns first Counts Scholarship](#)

[ABC News 4](#), **Charleston**

- [Colleton seeks public comment on in-person instruction](#)
- [S.C. providing almost \\$39M in aid to non-public schools](#)

[Post and Courier](#), **Charleston** (paid subscription required)

- [McMaster ends state of emergency as COVID cases drop](#)
- [Nonpublic schools receive \\$39M in federal relief](#)
- [McMaster to take emergency action at DJJ \(opinion\)](#)

[ABC Columbia](#), **Columbia**

- [Gun violence among teens, young adults rising](#)

[The State](#), **Columbia** (paid subscription required)

Lawmakers returned to the State House Tuesday for a June session to finalize unfinished legislation including the state budget, which was read across the House desk and will be taken up today. The House is scheduled to [convene](#) at 10 a.m. Two local bills that passed the Senate were also introduced in the House and will be taken up today as follows:

- [S.691](#), provides a process for consolidating Barnwell School District 19 (Blackville) and Barnwell School District 29 (Williston) to be known as Barnwell County Consolidated

[Governor ends COVID-related state of emergency](#)  
[River Bluff High students clear land to preserve cemetery](#)

[WIS TV, Columbia](#)

[Historical marker placed for cemetery at River Bluff High](#)

[WLTX TV, Columbia](#)

[Back to work incentive: New free job training program](#)  
[Some leaders against “critical race theory” in school](#)

[News & Press, Darlington](#)

[Darlington students graduate from Governor’s School](#)

[Morning News, Florence](#)

[Consolidation committee sets meeting dates](#)  
[Darlington announces School Support Staff of the Year](#)  
[Darlington announces 2021-22 Teachers of the Year](#)  
[Darlington names Teacher Feature winners for June](#)  
[Darlington to live stream graduations](#)  
[Educator posthumously honored as Teacher of the Month](#)

[The Gaffney Ledger, Gaffney](#) (subscription required)

[Ten local students selected for Palmetto Boys, Girls State](#)

[Fox Carolina, Greenville](#)

[SCHP releases photo of vehicle from hit and run](#)

[Greenville Journal, Greenville](#)

[Cash, materials donated for school training](#)

[Greenville News, Greenville](#) (paid subscription required)

[Parents owe \\$628K for school mental health therapists](#)

[WYFF 4, Greenville](#)

[Greenville enrolls thousands for summer learning](#)

[Index-Journal, Greenwood](#) (paid subscription required)

[Greenwood Promise raises funds for 4-year degrees](#)

School District by July 1, 2022.

- [S.771](#), provides a process for consolidating Bamberg School District One (Bamberg-Ehrhardt) and Bamberg School District School District Two (Denmark-Olar) to be known as Bamberg County Consolidated School District by July 1, 2022.

The local bill regarding composition and selection of the Georgetown County School Board ([H.4241](#)) was enrolled for ratification and will be sent to the governor.

In the Senate, members gave unanimous consent to non-concur with the House version of the state budget before it is even finalized by the House. By non-concurring, the Senate will not have to return until a final budget proposal is ready for passage. The Senate agreed to reconvene at noon on June 21. Also in the Senate, members gave unanimous consent to give first reading, second reading today and third reading on Thursday to a local bill mandating Union County School District to observe

[Ninety Six board approves budget for next year](#)

[My Horry News, Horry](#)

[Horry plans to hire nearly 100 teachers with relief money](#)

[The News, Kingstree](#)

[Williamsburg libraries announce summer programs](#)

[The Lancaster News, Lancaster](#) (paid subscription required)

[Governor lifts COVID state of emergency](#)

[Lexington County Chronicle, Lexington](#)

[Race shaming not taught in local schools](#)

[The Manning Times, Manning](#)

[Manning High teacher named Teacher of the Year](#)

[News 2, Mt. Pleasant](#)

[Colleton seeking public input on return to in-person](#)

[Sun News, Myrtle Beach](#)

[Horry's preliminary plans for next year](#)

[WMBF News, Myrtle Beach](#)

[Horry parents sound off on changes for 2021-2022](#)

[Marlboro offering \\$500 stipend to vaccinated teachers, staff](#)

[WPDE, Myrtle Beach](#)

[Florence 1 and 4 transition committee lays foundation](#)

[Marlboro principal to retire after 42 years in education](#)

[Parents react to plexiglass barriers coming down](#)

[Education Week, National](#)

[One big reason schools are ditching remote learning](#)

[People, National](#)

[Summer school enrollment rises amid pandemic](#)

Memorial Day as a legal holiday by closing all district schools and offices ([S.836](#)).

[Debbie Elmore](#)

SCSBA Director of Governmental Relations and Advocacy

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8-10: [NSBA Advocacy Institute Online](#)

SCSBA summer schedule Starting June 7, the SCSBA offices will be closed on Fridays through August 13. The automated office phone system will be in effect every Friday, and contacts to individual staff members can be made by following the phone message prompts and dialing staff extension numbers, which are available [here](#). Messages can also be left in the general voice mail box.

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[WBTW](#), [Pee Dee](#)

[Horry to remove plexiglass barriers this summer](#)

[Teacher killed in hit and run while riding bike](#)

[Pickens County Courier](#), [Pickens](#)

[Pickens board awards superintendent extension, raise](#)

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**From:** [REDACTED]  
**To:** [SC Superintendent](#)  
**Date:** Wednesday, June 9, 2021 4:36:02 PM

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Good afternoon, my name is [REDACTED] and I am a Christian, wife, mom, and republican. I am also a proud native of South Carolina. My children attend public schools in South Carolina. At this time I am ashamed at how South Carolina schools are handling Critical Race Theory and transgenders in our schools. Although two bills have surfaced to combat both of these very important issues, neither was passed.

According to the legislatures in Columbia they are getting push back from you. Why? Do you have children or grandchildren in our public schools? Would you want your family to denounce their white heritage or feel ashamed because they are white? Do you want children of color to feel less than? Innocent children will be hurt and this will affect them negatively.

Do you want your daughters or granddaughters to compete in sports against natural born men or boys? There are girls and young women that will lose opportunities and most of all their rights, if nothing is done.

I implore you to please support the bills that our great Governor McMaster said he would sign.

Sincerely,  
[REDACTED]