

CRT & SEL in UTAH Schools

Examples of CRT in Utah Schools:

<https://www.utahparentsunited.org/honor-diversity-no-crt.htm> |#/

Follow on FB: Utahns Against Common Core, Utah Parents United, Utah Smoke Signal, and Natalie Cline for ongoing examples of CRT, SEL, CSE, etc. in Utah classrooms.

More examples:

- Delta High is had students download Herok12.com app without parental consent. It is an SEL, data collecting, behavioral management, social credit tracking app. Students earn points for their “civic engagement” with leftist organizations.
<https://www.Herok12.com>
- Gender pronoun introduction cards were promoted at the Utah Association of Gifted Children’s teacher training in June and teachers were encouraged to pass them out to all their students on the first day of school – which they did – which is against the law without first getting parental consent.
- The Gender card is just one of many **“Strategies of (LGBTQ) Inclusion”** that USBE’s new Board Rule (R277-328) now requires teachers to use. Other possible strategies include:
 - Teachers announcing their own pronouns to their students
 - Teachers displaying their own pronouns.
 - Displaying identity flags and posters in classrooms to signal to students of “marginalized groups” that they are a “safe space” (insinuating the classroom wasn’t safe before and ignoring the newly created discomfort it creates for a majority of students raised in conservative Christian homes).
 - Teachers told not to “assume gender”

- Teachers told to call student by the “gender neutral pronouns” they/them/their until the student says they’d rather go by a “preferred pronoun”.
- One way teachers can find out without asking is to tell all the boys to line up on one side of the room, all the girls on the other side, and everyone else in the middle – as happened in a Davis School District classroom.
- Proposed **USBE State Gender Guidance document** – cites parental rights laws and then how to get around those laws. This document is dangerous and is thankfully being reworked. It went as far as to imply that parents who affirm their child transitioning to a different gender are safe parents and non-affirming parents are unsafe and should be reported to DCFS – child protective services.
 - <https://civicclerk.blob.core.windows.net/stream/USBE/412fc759-0973-4a68-ac3d-64cb3b614e2c.pdf?sv=2015-12-11&sr=b&sig=y5Xxaxyee%2FfZHh%2FNvTTnfgEKeiVYPaqY04DIM7ODWb0%3D&st=2021-08-31T22%3A41%3A37Z&se=2022-08-31T22%3A46%3A37Z&sp=r&rsc=cache&rsct=application%2Fpdf>

OPT-OUT FORM (CRT/SEL/CSE/Gender Ideology):

https://docs.google.com/document/d/17U6wa3LJXMXG_00GjEuFnvQ8c6Q0VC7G/edit?usp=drivesdk&oid=117374850569212378631&rtpof=true&sd=true

WHERE IS SEL COMING FROM???

WWW.CASEL.ORG

Most SEL programs use CASEL’s Transformative SEL framework. Check out their webpage and youtube page to learn more about their Racial & Social Justice agenda:

<https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>

“In the CASEL Guide to Schoolwide SEL, equity is not a separate focus area, but woven throughout the approach to implementation. As you engage in schoolwide SEL, we encourage you to continuously center this work around equity.” <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

“We believe that there is no system more important than education to ending racism and dismantling the systems that condone racist acts. We at CASEL hold fast to the belief that our work must actively contribute to antiracism and to all forms of prejudice reduction.” CASEL Board of Directors <https://casel.org/research/transformative-sel/>
<https://casel.org/wp-content/uploads/2020/06/Transformative-Social-and-Emotional-Learning-SEL-Toward-SEL-in-Service-of-Educational-Equity-and-Excellence.pdf>

Biden’s Equity, Diversity, and Inclusivity Executive Order

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/>

Biden’s Racial Equity Executive Order – requires disaggregating by race

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and->

[support-for-underserved-communities-through-the-federal-government/](#)

NEA/UEA – Diversity, Equity, Inclusion, Social Justice Trainings

<https://www.nea.org/professional-excellence/professional-learning/resources/diversity>

NEA Center for Social Justice: Season of Justice 2021 Summer Training

<https://web.cvent.com/event/90ced93-b1da-4798-97b8-e4046eaffef3/summary>

Ibram Kendi, author of How to Be an Anti-Racist, was a main speaker:

https://web.cvent.com/event/90ced9b3-b1da-4798-97b8-e4046eaffef3/websitePage:e511907d-5eed-4469-8b0c-8517aa7aad2e?locale=en-US&tm=UVLYmXzVPboREJpYa_TbxiLxXXIja_U8Opw3PLV5h1A

NEA is encouraging and promoting Educator and Student Activism!

New show from Global Citizen and CBS called The Activist. The debut is featuring last year's Utah Teacher of the Year.

<https://www.facebook.com/126625326251676/posts/154148180166057/>

<https://www.facebook.com/UtahEduSmokeSignal/photos/149598703954338>

“I need you – I need every NEA member – to take your rightful place as leaders, as proud professionals, courageous racial and social justice activists, and strong unionists. Together, our engagement and advocacy will transform our vision into reality.” – NEA President, Becky Pringle

“Racial and Social Justice: NEA EdJustice engages and mobilizes educators, allies, and activists in the fight for racial, social and economic justice in public education.” – NEA’s website

CCSSO (National Superintendents Club - UT’s State Superintendent is on Board of Directors):

“Leading for Equity” https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf

ETR.org SEL Training: If taught the traditional way, SEL can be damaging. If NOT taught through an “equity”(racial) lens then it is just white supremacy with a hug.” https://youtu.be/yOQmg0CvO_o

Teachers Pledge to teach CRT:

<https://www.zinnedproject.org/news/pledge-to-teach-truth/>

Second Step SEL:

Disrupting the status Quo: How SEL Can Address Implicit Bias and Build Equity” <https://youtu.be/G2TmxD9LPzU>

Creating Equitable Schools - How Second Step utilizes Transformative SEL and Learning for Justice aligns in their curriculum

<https://youtu.be/NCEZuyKtdNE>

<https://www.secondstep.org/anti-racism-and-anti-bias-resources>

<https://cfccdn.blob.core.windows.net/static/pdf/alignment-charts/second-step-k12-teaching-tolerance-alignment-chart.pdf>

Teaching Tolerance/Learning for Justice (used in Second Step)

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

Educational Equity Rule R277-328 – (Passed) Requires greater transparency from educators, but also requires LGBTQ “Strategies of Inclusion” and does little to stop CRT or SEL

<https://civicclerk.blob.core.windows.net/stream/USBE/0f7e556c-924f-431d-93b6-39c66e9a67b7.pdf?sv=2015-12-11&sr=b&sig=qgmwSGruV5ZOAsRbPxQUnXwJw8FT9w3wfxmiqt2lepw%3D&st=2021-08-05T23%3A56%3A09Z&se=2022-08-06T00%3A01%3A09Z&sp=r&rsc=cache&rsct=application%2Fpdf>

USBE “Midas” Microcredentialing for teachers – was described by staff member as “embedded professional learning”. Any Professional Learning regarding “Educational Equity” must be provided to parents upon request. Many trainings on the following list use terms indicative of CRT and SEL. Parents should ask to view these trainings:

[https://usbe.midaseducation.com/microcredentials?embed&st\[\]=28&st\[\]=6&st\[\]=36&st\[\]=17&st\[\]=16&st\[\]=19&st\[\]=31&st\[\]=34](https://usbe.midaseducation.com/microcredentials?embed&st[]=28&st[]=6&st[]=36&st[]=17&st[]=16&st[]=19&st[]=31&st[]=34)

CRT & SEL often come as part of a package deal when contracts are entered into. Examples:

- ESSR ARP Federal Funds require that a minimum of 20% of funds be spent on SEL
 - Knowledge Works: <https://knowledgeworks.org/team-member/charlie-brown/>
 - **Panorama SEL** <https://www.panoramaed.com/social-emotional-learning-sel>
“Access hundreds of activities, strategies and interventions that promote student and adult SEL with Panorama's Playbook. Playbook provides actionable and adaptable lessons created by expert partners, including: Second Step, CharacterStrong, Teaching Tolerance (now called Learning for Justice), Newsela, Open Circle, and Move This World.
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CRT/SEL come as a requirement with some ACCREDITATION companies. Canyon's School District Parent speaks during CSD Board Meeting:

"I represent at least 100 Canyons District parents for Utah Parents United and I've got a message for you tonight. We are aware of a lot of the stuff that is going on and we're not going to take it.

We are aware of your accreditation process in partnership with Cognia, who has a very Marxist agenda to "help institutions address the complex issues of systemic racism and inequities" (<https://www.youtube.com/watch?v=3gxUa5ee3c8&t=201s>) and that as a part of that process you are doing an equity audit and are "revising your framework to incorporate "equitable" practices and vision." (<https://docs.google.com/document/d/1LNkFuxwrNMO4pqQj9KhRy1bTLkd81wlajJt-aie3ros/edit>, page 9). In your planning documents, it is keenly pointed out that equity does NOT mean equal. (https://drive.google.com/file/d/1eztU4Jc9v5UGlegAvr9vAkmRZtp_QO_A/view, page 3). Well, gee whiz, I thought I lived in America, where people aren't promised equitable outcomes, but equal opportunity under the law. The very foundation of America is "all men are created equal," not "all men should be made equal." Marxism, by contrast, divides society into immovable groups or classes – and demands that the material positions of these classes be leveled by forcible (i.e. by government intervention) redistribution of wealth/resources. This is what you're doing in our school district.

That means my students and your students get less money and resources allocated to them to improve their education because we are forcibly redistributing it to low-performing schools and students, hoping that these kids all end up at the same place. It's not even achievable because some of the problems that exist for these kids aren't the school system's fault, but socioeconomic factors that the school can't solve because they only have these children for 8 hours a day.

The resources section at the back of this planning document says it all. You cite CASEL's new Transformative SEL definition which is Social Emotional Learning done with an Equity (read: CRT) lens, and an article that talks about using the BELE Framework whose title is "BUILDING EQUITABLE LEARNING ENVIRONMENTS IN THIS PERIOD OF CRISIS - COVID-19 AND SYSTEMIC RACISM - TO RESTORE OUR COLLECTIVE FUTURE." (https://drive.google.com/file/d/1eztU4Jc9v5UGlegAvr9vAkmRZtp_QO_A/view, page 25). Do you know that any mention of systemic racism promotes the tenets of Critical Race Theory and Collectivism is a political theory associated with Communism? Is that what we're doing here?

We're also aware that you're using a group called Education Elements to guide your strategic planning, where you want to see the District go in the next 5-10 years. In their document titled "Capture the Opportunity: Steps to ReDesign School-Level Systems for Equity" (<https://www.edelements.com/hubfs/Capture%20The%20Opportunity.pdf>) they quote Ibram X. Kendi and also define educational equity as "the recognition that the barriers that marginalized students face are due to deliberate actions and biases, and therefore requires us to dedicate a greater amount of resources to remove them." I shudder to think where they want their strategic planning facilitation to guide us.

I also find it alarming that after I raised red flags about Second Step's agenda at the beginning of the summer, your Responsive Services Department failed to look through the new videos they put out to see if there was material trying to indoctrinate our students in gender theory, BLM activism, climate change activism, and racial stereotyping. That's just a few of the things that were in there, and I'm not even done looking through the whole middle school program yet.

I have always wanted to give you the benefit of the doubt but it's getting harder and harder to do so when the district keeps choosing to work with these companies that do not have your constituent's values and interests in mind. Why? We don't want any of these Marxist, woke-ist ideologies in our children's classrooms and we're calling on you to stop it. That's what we elected you for. We parents want to be partners in helping you change the dangerous trajectory you are going down, but if you continue to do so, we will pull our children from the school system and then you will have no funding left to redistribute. That's not a threat; that is a promise."

HELPFUL PARENT RESOURCES:

Natalie's Newsletter: Exposing SEL <https://conta.cc/3BSTCRk>

Includes Resignation letter from Draper Park Middle School Music Teacher regarding Second Step SEL program they tried to force him to teach. It also includes viral video of Lehi High Chemistry teacher who was fired.

Parent SEL Resources (QR Codes)

https://docs.google.com/presentation/d/13hPNxl6hOx2IEJtoEKeHV2orGY4i8ICDU-5ixir_nDo/edit#slide=id.p

Utah Parents United Resources and Parental Rights Laws and Responsibilities

<https://www.utahparentsunited.org/parent-resources.html#/>

Parent Classes on "Experimental SEL" and Transgenderism in schools

<https://www.utahparentsunited.org/summer-parenting-classes-resources.html#/>

Navigating the Transgender Landscape – Family Friendly Parent, Student, & School Guide. Share with your local school board members, teachers, and administrators.

<https://childparentrights.org/product/navigating-the-transgender-landscape-free-download/>

How to build relationships with School Board members and Speak at Board Meetings

<https://www.utahparentsunited.org/school-board-how-to.html#/>
