

Critical Race Theory Action Pack

Dear Reader -

This CRT Action Pack will be a fabulous resource to you as you learn about Critical Race Theory, decide how you should react and take your intercession to a deeper level.

People often wonder how to describe CRT because we find it in HR Departments of corporations, school curriculum, on school board agendas, etc. I want you to understand that CRT is more than any of these individual expressions. CRT is a mindset or attitude that is trying to bleed into every aspect of our culture. This is what believers in Christ need to understand so that we might pray effectively.

At the core of CRT is the artificial construct that you are either an oppressor or you are oppressed. This single - false - choice forced upon a person empowers a victim mindset and offers no real solution.

We intercessors need to see this attitude or mindset as a spiritual stronghold released over our nation in the past few years. This blinding spiritual force has caused great harm and animosity, only tearing down and not offering any positive solution.

The antidote to this mindset or spirit is found in our identity in Christ. We are not victims, we can be conquerors. Our futures are not limited, we can have hope. Our life's purpose is not limited by external circumstances, rather God created purpose and meaning for all of us.

It is my prayer, that this CRT Action Pack would inform you, it would empower you to action, and that it would provide for you effective intercession as we recognize the spiritual battle called CRT and as we champion everyone's potential identity in Christ.

David Kubal
President/CEO
Intercessors for America

Critical Race Theory Action Pack

Inside this download you will find a plethora of resources to help you pray and take action against critical race theory in your community. The entire download is 52 pages. We encourage you to share it digitally, and print the most impactful pages for your prayer and action. Here is what you will find:

IFA Special Report pages 2-12

Intercessors for America's Special Report includes core information about Critical Race Theory, prayer points and Biblical answers to the root causes. We encourage you to investigate, communicate and activate as you approach this issue in your school. More at IFApray.org.

Citizens for Renewing America's A to Z Toolkit pages 13-45

CRA's comprehensive toolkit is an A-to-Z guide on how to combat Critical Race Theory and reclaim your local school board. You can find more great resources about policy and action from [Citizens for Renewing America](#) or their affiliated organization, [Center for Renewing America](#). Click the links to visit their website.

Citizens for Renewing America's School Board Language to Prohibit CRT pages 46-53

A helpful guide to share with your school board that contains helpful policies to protect your school district from incoming critical race theory ideology.



THE UNGODLY
AND DIVISIVE
IDEOLOGY OF



CRITICAL RACE THEORY

HOW TO PRAY ABOUT IT AND PUSH BACK

White fragility. Intersectionality. Social justice. What do these terms mean? These are buzzwords for what is known as **Critical Race Theory**. If you feel like Critical Race Theory, or CRT, is a recent phenomenon, it is not. Made popular, by the recent mass buy-in from schools, corporate America, and government agencies, CRT has pushed its way into every aspect of American life--including the church. Knowing the truth about Critical Race Theory and its many terms and deceptive practices will provide the intercessory intelligence needed to pray about and take action to counteract this deeply evil movement. Take notes. Pray over this information. Intercede for those who are deluded about CRT and for those who are fighting it. The spiritual battle is raging.

WHAT ARE THE ROOTS OF CRITICAL RACE THEORY?

Critical Race Theory is a worldview rooted in Marxism and postmodern philosophy that is opposed to the Gospel of Jesus Christ. It separates individuals in groups based on race and pits them against one another in order to overthrow societies, with race as the excuse for revolution. Its fruit is not redemption, reconciliation, restoration, and unity but rather division, intimidation, harassment, and chaos. CRT is a threat to liberty, community, and democracy. Racism is real and it needs to be addressed as sin. **The solution to ending racism is not another form of racism.** CRT is a form of racism.

DEFINING WHAT CRT IS ALL ABOUT

Our discernment leads us to a **spiritual definition** of Critical Race Theory-- a demonic attack on unity and biblical identity that masquerades as a remedy to injustice and disunity. In a **secular definition**, proponents would define CRT, also called Critical Theory, as an academic movement made up of civil-rights scholars and activists in the United States who seek to critically examine the law as it intersects with issues of race. The Critical Race Theory movement says that incremental change such as what the civil rights movement relied on, is not enough and that the very foundations of reason, equality theory, constitutional law, and rationalism should be shaken quickly to bring the desired result.

The ideas which CRT is derived from are a branch of legal scholarship called **Critical Legal Studies (CLS)**. CLS are a branch of the school of philosophy called **Critical Theory**. These ideas--class warfare and "sowing discord among neighbors"--is a classic Marxist tactic, one that we saw play out in Soviet-era Russia. Dictatorial rule is easier when the "peasants" are fighting each other.

Marx created discord, exploited that discord, and then inflamed discord and widened division. Saul Alinsky in his book, Rules for Radicals, described it this way: "rub resentments raw."

These tactics used by communists (Marx, Stalin, Mao, Alinsky, and others) are eerily similar to the way critical race theory – and all identity politics – has been applied in America. There are victims. There are oppressors. And there are "allies"--those who redeem themselves from their position in the feud by becoming an "ally" of the victim.



HOW IT WORKS

CRT works by pushing two coordinating themes:

- **First, CRT purports that white supremacy is rampant and its power is entrenched in our laws, culture, our systems, our language, our education, and our nation.**
- **Second, CRT purports that racial emancipation and anti-subordination must occur with the transformation of culture and laws that address racial power.**

It essentially creates and inflames the problem and then presents the solution.

But CRT is about more than race. Additional groups are also oppressed classes. Intersectionality is a term that is used to describe when someone belongs to more than one oppressed group. It is also described as a **qualitative analytic framework**. Identity characteristics such as gender, age, sexual preference, disability, appearance, income, education, immigration status, religious affiliation are all other potential oppressions, or as they call it, "interlocking systems of power." There is even an "intersectionality score" for those who can identify with several of the victim categories.

CRT runs right into Christianity. As Neil Shenvi explains, "critical theory claims that members of oppressed groups have special access to truth because of their 'lived experience' of oppression. Such insight is unavailable to members of oppressor groups, who are blinded by their privilege. Consequently, any appeals to 'objective evidence' or 'reason' made by dominant groups are actually surreptitious bids for continued institutional power." As Christians we know Jesus is the truth and it is the Enemy, Satan, who blinds us to seeing Truth.

It is so much more involved than the simplified themes named above. In order to make this theory take root, sell, and see mass implementation, a complex and multi-layered approach to "dealing with the problem" fuels Critical Race Theory. CRT is not only being pushed in every level of our nation, it is earning some folks a lot of money.

THE BUZZ WORDS

[Click here](#) to see the definition of special terms as the Critical Race Theory movement defines them. Be on the lookout for anything that uses these words--it is most likely involved in promoting CRT ideas.



Cisgender
Colonization
Cultural Appropriation
Cultural Misappropriation
Cultural Racism
Implicit/Inherent Bias
Individual Racism
Institutional Racism
Internalized Racism
Interpersonal Racism
Intersectionality
Microaggression
Multicultural Competency
Oppression
People of Color
Privilege

Racial and Ethnic Identity
Racial Equity
Racial Identity Development Theory
Racial Justice
Racialization
Restorative Justice
Settler Colonialism
Structural Racialization
Structural Racism
Targeted Universalism
White Fragility
White Privilege
White Supremacy Culture
Whiteness

GOD'S WORDS

CRT divides and redefines. What is the truth? Let's start with God's Word.

IDENTITY: So God created man in his own image, in the image of God he created him; male and female he created them. (Gen 1:27)

VALUE: I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. (Ps 139:14)

APPEARANCE: But the Lord said to Samuel, "Do not look on his appearance or on the height of his stature, because I have rejected him. For the Lord sees not as man sees: man looks on the outward appearance, but the Lord looks on the heart. (1 Sam 16:7)

UNITY: That together you may with one voice glorify the God and Father of our Lord Jesus Christ. (Rom 15:6)

EQUALITY: There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus. (Gal 3:28)

SUPREMACY: After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!" (Rev 7:9-10)

WHAT DOES IT LOOK LIKE?

There are countless stories of how critical race theory is applied in practical ways into schools, businesses, and elsewhere, and the results it brings. Don't assume your community is immune. This ideology is saturating all corners of our nation as "education." Here are some of the plentiful examples.

NORTH CAROLINA

Christopher Rufo reports, "Last year, the Wake County Public School System, which serves the greater Raleigh, North Carolina area, held an equity-themed teachers' conference with sessions on "whiteness," "microaggressions," "racial mapping," and "disrupting texts," encouraging educators to form "equity teams" in schools and push the new party line: 'antiracism.' . . . Parents, according to the teachers, should be considered an impediment to social justice."

VIRGINIA

According to an investigative report by The Daily Wire's Luke Rosiak, a group of former teachers and parents from Loudoun County, Virginia targeted parents who had concerns about the Critical Race Theory curriculum taught in classes. They tracked who had voiced concerns or disagreement, and planned to 'infiltrate' the group of concerned parents, proposed 'hackers' to target communications, and 'expose these people publicly.' "Members of a 624-member private Facebook group called 'Anti-Racist Parents of Loudoun County' named parents and plotted fundraising and other offline work," The Daily Wire reports.

MILITARY

West Point, the U.S. Military Academy, is now requiring cadets to read "Critical Race Theory: An Introduction" and "A Critical Introduction to Queer Theory" in one of its leadership courses.

ILLINOIS

"In Evanston, Illinois, parents are asked to quiz their kids on whiteness and give them approachable examples of 'how whiteness shows up in school or in the community.' One of the books that they use to share CRT with children as young as 4-5 features an illustration depicting a devil holding a "contract binding you to whiteness."

MASSACHUSETTS

A long-tenured public school football coach, who is also a parent, was fired from his job for voicing concerns about the new direction of Critical Race Theory principles.

"Critical Race Theory believes racism is present in every aspect of life, every relationship, and every interaction."

-James Lindsay
from New Discourse

WHERE ARE WE SEEING CRT?

Critical Race Theory is embedded in schools, government agencies, universities, media, and entertainment. We also found CRT deeply entrenched in professional sports, corporate America, the military, and even churches and ministries.

If you have ever been asked to attend sensitivity training, seen a product commercial about "justice," been instructed to use different pronouns or terms that are more politically correct, were told as a shareholder that profits are second to diversity, or made to feel ashamed of being white or superior for being black or brown, you have experienced Critical Race Theory in action.

CRT is saturating so many areas of our lives. How did this happen? What started in the 1970s as fringe degrees programs offered in obscure impractical areas has now led to real power for radical ideologies.



Those in the business (and we do mean business) of pushing Critical Race Theory are the ideological enforcers. When you are in charge of the rules, such as who is racist, what is acceptable, who should be in power and more, you become untouchable. It is the perfect combination of ideology and power.

Part of the great danger of Critical Race Theory is that it is introduced as a compassionate and just approach. It has become a large part of public school instruction and a cornerstone in our culture. We now have an entire generation of young people who have grown up with this ideology, and are combining it with the Gospel for a dangerous hybrid--the "social justice gospel."

Sadly churches are a hotbed for pushing Critical Race Theory as many seek to be "relevant" or solve issues of hurt with worldly solutions instead of Christ. **Dr. Jim Garlow** of Well Versed, states, "Let's be clear. Social Justice and Critical Race Theory are antithetical to the Gospel of Jesus Christ. Neither do they address the core of racism, but rather, fan the flames of it. **Racism is real, but Social Justice and CRT do not provide authentic biblical solutions to the problem.**"

Dr. Carol Swain warns, "Christians should push back against CRT in both the church and the home. The Church should be teaching the world rather than adopting failed, secular theories." Swain is part of 1776 Unites is a alternative to CRT, that brings uniting, truthful history to students.

The gospel of social justice impacts the basic understanding of the orthodox views of sin, salvation, and sanctification, as well as perspectives on identity, marriage, parental authority, and other aspects of biblical faith.



BE ON ALERT FOR THESE CRT BOOKS AND CURRICULUM

These are just some of the books and curricula used by the Critical Race Theory movement to promote this ideology. Be familiar with these. Watch for them in use in your local schools, libraries, community, places of business, and in our government. You can track where critical race theory is being taught in universities and learn more [HERE](#).

NOT MY IDEA: A BOOK ABOUT WHITENESS

BY ANASTASIA HIGGINBOTHAM

This book is aimed at schoolchildren, used in classrooms as young as 4-5. It features the white contract with the devil.

THE 1619 PROJECT

BY NIKOLE HANNAH-JONES

The [curriculum](#) seeks to rewrite American history with the claim that our nation's founding was based on slavery and oppression versus freedom and democracy. This curriculum was adopted by schools across the nation--3,500 classrooms!

BLACK LIVES MATTER AT SCHOOL

BY BLACK LIVES MATTER

An entire [curriculum](#) that is based on Critical Race Theory. It in addition to the K-12 curriculum, the program includes national uprising events, mandates on discipline at schools, as well as express demands on hiring and infusing CRT and "queer theory" in more areas of education.

HOW TO BE ANTI-RACIST, ANTI-RACIST BABY, AND STAMPED (FOR KIDS)

IBRAM X. KENDI

Kendi is one of the prolific writers of Critical Race Theory writings. He has a spectrum of books for all ages. **How to be Anti-Racist** is one of the foundational books that is used in schools and educational units. There is a workbook available. **Anti-Racist Baby** is an illustrated children's book. **Stamped** is a chapter book for young readers. All put forth CRT ideology.

WHITE FRAGILITY

BY ROBIN DIANGELO

Used in schools and CRT curriculum, this book coined the phrase "white fragility."

PRAY FOR THE 'WHO' OF CRITICAL RACE THEORY

LEADERS IN PROMOTING CRITICAL RACE THEORY

Pray for these proponents of Critical Race Theory, that their eyes would be opened to the truth about identity and justice, as Christ defines it.



RICHARD DELGADO
CO-FOUNDER OF CRT



ROBIN DIANGELO
AUTHOR OF "WHITE FRAGILITY"



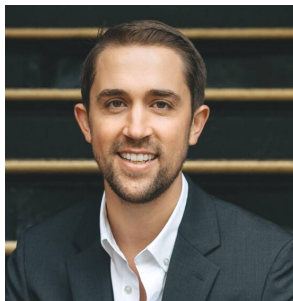
KIMBERLE CRENSHAW
CRT SCHOLAR AND ORIGINATOR OF INTERSECTIONALITY



IBRAM X. KENDI
CRT AUTHOR AND ACTIVIST

LEADERS IN THE FIGHT AGAINST CRITICAL RACE THEORY

Pray for those who are exposing and fighting the charge against Critical Race Theory, for protection and for traction in their message.



CHRIS RUFO
DISCOVERY INSTITUTE



DR. CAROL SWAIN
SPEAKER AND 1776 UNITES PARTICIPANT



NEIL SHENVI
AUTHOR & CHRISTIAN APOLOGIST



JAMES LINDSEY
AUTHOR AND SPEAKER

“There is no room in our classrooms for things like Critical Race Theory. Teaching kids to hate their country and to hate each other is not worth one red cent of taxpayer money.”

*-Florida Governor Ron DeSantis
standing against Critical Race Theory*



HOW CAN WE LOOK BIBLICALLY AT CRITICAL THEORY AND PRAY?

Intrinsic value of all people is a biblical principle. Equality wasn't a modern activists' idea--it was God's. But just as the God-given value of all who are created by God is the foundation of true equality, the Enemy seeks to counterfeit God. He twists it to deceive and point away from God's design.

Where God created male and female, the Enemy twists and tempts with "self-identification" and alternative genders.

Where God created the family with a mother and father, the Enemy sows deception with alternative families featuring two mommies or even the new "throuple" that has recently been accepted legally.

Where God creates people made uniquely and differently on the outside, yet with the same heart and God-shaped vacuum on the inside, the Enemy exploits and divides by race and circumstance, breeding hate and discord.

The antidote to racism is not more racism. What CRT offers is another form of racism that divides, further enslaves, and turns us away from God.

Justice is a biblical mandate and we should seek it. But **biblical justice**, not **social justice** is the answer. What's the difference? The standard. Social justice relies on the terms and ideas of man to create the standard for what is a breach of justice, and what will repair it and restore it. Biblical justice is based on God's commands and values. We as believers should not be looking to the world for answers to heart problems and sin--we should be looking to God's Word.

"We see images in the news of white people down on their knees, begging for forgiveness, when Jesus Christ died on the cross one time for our past, present, and future sins."

-Dr. Carol Swain



PRAYER POINTS FOR THE CRITICAL RACE THEORY ISSUE

MATURITY

Ephesians 4:14-15

Until we all reach unity in the faith and in the knowledge of the Son of God, as we mature to the full measure of the stature of Christ. Then we will no longer be infants, tossed about by the waves and carried around by every wind of teaching and by the clever cunning of men in their deceitful scheming. Instead, speaking the truth in love, we will in all things grow up into Christ Himself, who is the head....

STRENGTH

Galatians 1: 6-9

I marvel that you are turning away so soon from Him who called you in the grace of Christ, to a different gospel, which is not another; but there are some who trouble you and want to pervert the gospel of Christ. But even if we, or an angel from heaven, preach any other gospel to you than what we have preached to you, let him be accursed. As we have said before, so now I say again, if anyone preaches any other gospel to you than what you have received, let him be accursed.

REDEMPTION

Galatians 3:3

Are you so foolish? Having begun in the Spirit, are you now made perfect by the flesh?

DISCERNMENT

Ephesians 5:6

Let no one deceive you with empty words, for because of such things the wrath of God is coming on the sons of disobedience.

PURE ACTIONS

Colossians 2:23

Such restrictions indeed have an appearance of wisdom, with their self-prescribed worship, their false humility, and their harsh treatment of the body; but they are of no value against the indulgence of the flesh.

WISDOM

1 Timothy 6:20

[G]uard what has been entrusted to you. Avoid irreverent, empty chatter and the opposing arguments of so-called knowledge...

HUMILITY

Romans 12:2

Do not be conformed to this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what is the good, pleasing, and perfect will of God. For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but think of yourself with sober judgment, according to the measure of faith God has given you....

7 WAYS TO PUSH BACK AND COUNTER CRT

As believers, we are called to both prayer and action. As we are praying about this divisive and evil ideology, we encourage you to seek ways to actively combat CRT in your community and state.

1. Go to school board meetings in your area. Look for and speak up against the CRT curriculum that you identify.
2. Review your children's and grandchildren's textbooks and assignments for evidence of CRT influence or ideology. A quick automated word search of a syllabus for words such as "equity," "bias," "justice," or "diversity" is one way to easily scan for CRT.
3. Send messages to your local elected officials about your concerns with any CRT material you see being used in your community, including schools, government departments, universities, and more. Go to the media with this info.
4. Find other like-minded individuals who will stand with you against CRT intrusion in your schools and government. It helps to band together!
5. Pray for those who are speaking up against the CRT agenda--teachers, administrators and parents. They need protection and support. Encourage them to speak out--even anonymously.
6. Look for the usage of known websites for CRT content: [Learning for Justice](#), [CRTandthebrain.com](#), [Facing History](#), [BLM at School](#) to name a few.
7. Share information like this with others in your community, so that they too can be well-informed about the concerning and pervasive nature of Critical Race Theory.
8. Above all, teach your children, grandchildren, and others the truth from God's Word. Pray for them to hunger and thirst for the Word of God.



IT'S A SPIRITUAL BATTLE

Critical Race Theory is an anti-biblical philosophy. The CRT agenda is destructive to Christian beliefs. We know that ideologies that oppose the Word of God are really from the Enemy himself, Satan.

This attempt to render God's people powerless, and to further enslave others, is a spiritual battle. We must arm ourselves with the truth, put on the armor of God, and speak biblical truth into the situation.

Denounce the spirit of division. Invite a spirit of unity into your community. Denounce a spirit of hate. Invite a spirit of brotherly love into your schools. Denounce a spirit of deceit and then invite a spirit of Truth into your town. These are the ways that we can battle against the lies of the Enemy that are taking root. [Learn more about the spiritual battle here.](#)

WHICH STATES ARE PUSHING BACK?

Not all states or leaders are accepting the Critical Race Theory ideology. Here are some of the states or leaders who are drawing a line in the sand. Pray for them. Pray that they would receive support from parents, other leaders, and citizens who also recognize this evil. Pray that their ideas would take root. Pray for the legislation being proposed or enacted, and that other areas would propose similar measures.

WEST VIRGINIA

West Virginia legislators have proposed legislation that prohibits groups, either within the state agencies or outside contractors, from teaching "divisive ideas" about race and sex. The legislation reads, "It shall be the policy of the State of West Virginia not to promote race or sex stereotyping or scapegoating in the workforce, and not to allow grant funds to be used for these purposes,"

FLORIDA

Pushing back on the CRT curriculum in his state, Florida Governor Ron DeSantis has directed the "Florida Department of Education to create the Florida Civic Seal of Excellence, a new professional endorsement for civics education. Teachers who complete the training will be eligible for a \$3,000 bonus," DeSantis said. "Our schools are supposed to give people a foundation of knowledge, not supposed to be indoctrination centers, where you're trying to push specific ideologies," This new civics approach seeks to weed out the CRT ideas from classroom curriculum and instead reward and encourage positive and truthful civics programs.

ARKANSAS

Arkansas state Rep. Mark Lowery proposed legislation to halt Critical Race Theory and The 1619 Project curriculum from being used in schools. "I'm trying to focus on the activities going on here, which I think are demeaning to some students, and this business of labeling people as 'oppressors,'" Lowery said. The legislation was eventually thrown out, but we can be praying for this to be revisited.

OKLAHOMA

State Senator Shane Jett has introduced Senate Bill 803 that would ban Critical Race Theory from the public school curriculum. "We reject any type of racial supremacy," said Sen. Shane Jett. The bill would prohibit Oklahoma public schools from teaching students "divisive concepts."

NEW HAMPSHIRE

State Rep. Keith Ammon has introduced a bill prohibiting trainings based on Critical Race Theory.

Combating Critical Race Theory In Your Community

An A to Z Guide On How To Stop Critical Race Theory
And Reclaim Your Local School Board



CITIZENS FOR
RENEWING
AMERICA

“ 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. ”

Martin Luther King, Jr.
“I Have a Dream”

This guide is meant for anyone of any knowledge and experience level who is concerned about what children are being taught and how they are being treated, with an emphasis on making the banning of Critical Race Theory (CRT) the central theme by which you reclaim your schools.

Critical Race Theory (CRT) is a branch of what we call Critical Social Justice (CSJ), or what others may refer to as Critical Theory. The fact is that proponents of this radical ideology will attempt to take over your cultural institutions, including all educational institutions, and in order to fight it you absolutely **MUST** understand it. There is no other way around it except straight through it. However, once you understand how to identify and explain the problem, you will see right through many of the games and tactics your opposition will try to use, and you will know just how to defeat them.

We will further note that opposition to CRT is a bipartisan issue. We are all Americans who care about our children and their futures. Parents who find themselves aligned with either major political party in the United States can see that teaching children to disregard character and to measure people's relative worth on the basis of skin color, sex, or other immutable or variable characteristics is simply not an environment conducive to the healthy development of children into good citizens. Though some of the resources in this guide display strong partisan bias in some instances, they are linked to because they nevertheless have important resources or information that you might benefit from as you try to create a plan to stop CRT in your schools.

To help you move forward, the toolkit below includes a crash course on Critical Race Theory, which will be enough to get you caught up to the point that you will be able to actively participate in efforts to stop it. There are 3 sections:

Section I describes what CRT is, how to spot it, and how to identify the tactics being used against you by CRT proponents.

Section II focuses on how to grow your network.

Section III enables you to tie together Sections I & II and turn those efforts into a political strategy to reclaim your local school boards with successful candidates.

If you do not have time to read this all right now, but you need model legislation to stop CRT at your school board immediately, you can find that [here](#). When time permits, it is highly recommended that you come back and finish this guide to properly understand and frame the debate behind that model legislation.

Section I

Knowing and Identifying CRT

What is Critical Race Theory?

In order to understand what Critical Race Theory is, we first need to understand where it comes from. **Critical Social Justice** says that all of society should be looked at and understood through the lens of **identity politics**. Critical Social Justice divides society up into groups based on race, ethnicity, sexual preference, religion, disability status, and gender, and then requires a view of society based on which groups it is divided into. According to Critical Social Justice, straight white people (especially men) are the oppressors, and have systematically rigged society for their own benefit: whether the education system, the economic system, or the transportation system, all of society is rigged for the benefit of straight white men. Recognizing the flaw of this philosophy is not to say that racism does not exist, that we should not teach that racism is wrong, or that we should not teach an honest assessment of our history (the good *and* the bad). It *is* to say, however, that CSJ will not do so in an appropriate manner, and that carried out, it will harm the intellectual and psychological development of children in our schools. Because our children are our society's future, this will have a devastating impact on our nation as well.

The goal of CSJ is to analyze society from the perspective of all groups that are not seen as privileged (in this framework, proponents usually primarily define that as straight white males) and then destroy *all* of the things (institutions, culture, ideas, etc.) that have had any kind of perceived part to play in augmenting that disparity.

This means that there is a branch for each kind of identity. The ideology of CSJ has many branches, in the same way that science has different branches (chemistry, astrophysics, biology, geology, geography, physics, etc). Critical Social Justice has different branches as well: one for race, one for sexuality, one for gender, one for women, one for transgender people, and on and on. Basically, CSJ makes up a theory for everything that makes a person different than a typical straight white male.

So, CSJ applied to race is called **Critical Race Theory**.

In short:

- Everything that makes up American Society is racist. This includes Christianity, free markets, traditional marriage, rule of law, traditional family structures, and a representative form of government. (This is not to say that a healthy debate regarding the parameters of these issue areas is out of line in a free society, it is to point out that CRT inherently racializes all of these discussions to intentionally stifle any opinions deemed counter to their aims).
- Straight white people, children included, are inherently and irredeemably racist, and benefit from—as well as systematically rig—all the social institutions, rules,

laws, and norms that white people invented and keep in place for their own disproportionate success and in order to maintain their own stranglehold on power.

- CRT holds that racism is not just a belief held by individuals; rather, it is a *system* of oppression that has been built into the very structure of our society. In the same way that all the roads in a city interlock to form a system of roads, Critical Social Justice believes that individual racism, cultural racism, and institutional racism overlap to form a system of racism that is present through all of society.
- CSJ also says that members of each group share the same perspective with all the others. This means that women have a shared experience, men have a shared experience, persons of African descent have a shared experience, Asians have a shared experience, disabled people have a shared experience, and so on and so forth. Everyone has been programmed by society to think according to their skin color (or their gender, or their religions, etc.), and so that different people cannot see the world the same way. For example: white people can only see the world the way white people see it, and black people can only see the world the way black people see it. This is why proponents of CRT often start speaking by saying “as a white person,” or “as a gay person.”

Another term that has become very common in usage is “anti-racist,” and the label poses a rhetorical challenge for those opposed to CRT because of course it is otherwise commendable to be against racism. But “anti-racism” instead is part of a CRT effort to change the definition of racism in order to sanction racism.

“*If racial discrimination is defined as treating, considering, or making a distinction in favor or against an individual based on that person’s race, then racial discrimination is not inherently racist. The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is antiracist.*”¹

In other words, because people of color were discriminated against in the past, white people, including children in schools, need to be discriminated against now in order to make up for it and let African Americans catch up. Recognizing historical inequity and its lasting impacts presents a call to action for proponents of civil society to ensure all children have access to robust educational opportunities, not to stifle the opportunities of some children because of traits that they were born with.

Social Justice scholars think anti-racism is a “lifelong commitment to an ongoing process” of fighting systemic racism, requiring people to constantly reflect upon the ways in which we are all complicit in racism. The CRT idea of anti-racism expects people to do CRT activism in order to fight racism.

¹[How to Be an Antiracist](#), by Ibram Kendi, p.19.

To recap: according to CRT proponents, everything in American society is racist. They would argue, without proper context or consideration of the complex opinions of the founders, that the Founding of America was very bad and that each successive generation of oppressors systematically organized everything so that all the things that exist in society give the oppressors an advantage, and that people of the same race are expected to think the same way about nearly everything.

You can see what the strategy is: they want to split people into groups, tell them that they are oppressed victims, and then get those groups to overthrow our society and replace it with their ideology. This is a Divide-and-Conquer play.

With that in mind, it should be no surprise that CRT unfortunately rejects the methods, aims, and goals of the civil rights movement, and in fact calls into question the value of things like equality, rationalism, human rights, and neutral principles of law:

“*Unlike traditional approaches to civil rights, which favor incrementalism and step-by-step progress, critical race theory calls into question the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and the neutral principles of constitutional law.*”²

“*Crits [Critical Race Theorists] are highly suspicious of another liberal mainstay, namely, rights.*”³

CRT theorists reject the civil rights movement. The civil rights movement wanted to make sure there were equal rights in America for everyone. That means equal treatment of individuals regardless of race. CRT activists believe that everything in America is racist and all of society on every level unjustly produces “racist” outcomes that favor white people at the expense of everyone else, especially black people. Additionally, because racism is embedded in every single part of the system including anything from laws, to morality, to culture, to healthcare, and even science, racism is everywhere—no matter what anyone thinks. The way society operates is racist. In light of that, proponents of CRT would argue that our representative form of government and civil society need to be torn up, root and branch, and replaced with something else.

And this is what they may already be teaching your children.

To be abundantly clear, the above framework, as described, is communicated through the clear intentions of the radical CSJ and CRT movements within the United States. The spectrum of victims of such a framework will eventually expand, through endless deconstructionism cycles, to harm most—if not all—children, regardless of their skin color, sex, or any identity that the Left tries to give them. Parents, regardless of the

²[Critical Race Theory: An Introduction](#), first edition (2001), by Richard Delgado and Jean Stefancic, p. 3.

³[Critical Race Theory: An Introduction](#), first edition (2001), by Richard Delgado and Jean Stefancic, p. 23.

immutable or variable traits of their children, have clear cause—indeed urgency—to want to protect their children from such divisive and destructive ideology.

2. Ultimately, though exposing CRT is critical to stopping it, measures to make sure it stays out of schools will also be necessary. This may include opposition to or boycotts of institutions and entities pushing CRT, such as taking steps to ban entities that receive taxpayer dollars, grants, favorable tax carve outs, government contracts, etc., from engaging in the use of CRT, with the view of ensuring that our government institutions don't sanction overt racism in violation of long established laws and policies. [Model legislation](#) is provided as an example addressing many of these concerns. Other pieces of legislation to review include Rep. Dan Bishop's bill [HR 3179](#) in conjunction with the previous [Executive Order 13950](#).

3. Additional primers on what CRT is can be found [here](#), [here](#), and [here](#).

4. Critical Race Theory (CRT) is often not labeled as such. To try to determine if CRT is being implemented in your school or community, the [following euphemisms/buzzwords](#) may indicate a CRT framework is in use.

Where is CRT being implemented?

CRT and CSJ activists are trying to implement their ideology everywhere they can, including in K-12 education. Political and policy outcomes are a consequence of culture, the effects of which may not be seen for decades, and education is a powerful force in driving culture over the long term. We cannot surrender on the K-12 curriculum front.

Critical Race Theory (and all other branches of Critical Social Justice) is part of a take-over ideology with an end goal of completely controlling all institutions that are a part of American life. This includes everything from [higher education](#), government, health care, military, law enforcement, and much of corporate America.

This view of society is paired with the doctrine of *complicity*, which states that we are all responsible for the racism that Critical Race Theory declares dominates our society. This means that even if we ourselves have not done anything racist, we are complicit in systemic racism because we participate in or enjoy the benefits of a society that continues to be racist. According to CSJ, the only way to avoid being complicit in racism is to spend all your available time fighting racism.

The result of this philosophy is that CRT activists believe every organization they enter, and every person involved with those organizations, needs to be inspected for beliefs, attitudes, prejudices, and ideas that might be racist. Further, Critical Race Theory activists think they will be complicit in racism if they do not persuade their entire organization and all people involved in it to believe the ideas of Critical Race Theory.

This means that once the Critical Race Theory activists show up, they will do everything in their power to take over your school, church, mosque, synagogue, club, business, government, police service, hospital, and any other institution you can think of. They will not always come as wolves in wolves' clothing. Often, they will come as sheep, pretending to be articulate, reasonable, and moderate thought leaders. But with just an ounce of power, they will move surreptitiously and artfully to implement destructive CRT dreams into reality. It is incumbent on parents to always be on their guard and not invest power or potential in those who could do their children harm.

They will stop at nothing.

How will you be attacked?

As previously discussed, the way CRT and CSJ operate is as take-over ideologies. CRT proponents do not care how they win as long as they win. They are not trying to win an academic debate, they are attempting to socially replace you. Read that line again: **they are not trying to win an academic debate, they are trying to socially replace you.**

As such, almost any action stemming from CRT activists is designed to shut you up, diminish your standing in the community, undercut your authority to speak on an issue, alienate you from whichever group you are a part of so that others ignore you, pretend like there really isn't any problem at all, or tear down your reputation so people don't listen to you. Anything that they can do to win they will do.

That's the bad news. The good news is that these tactics can be countered, and if you counter them effectively they will backfire on CRT activists. This is not like boxing—this is like social jiu-jitsu where you use their own tactics against them to expose them.

Here is a small sample of just some of the tactics they will use:

Phony Deflection by Saying that CRT is Non-Existent

Claim: "This is a solution in search of a non-existent or made-up problem" or "We don't use CRT, so why remove it from the curriculum?" This is pretending that the problem does not exist.

Response: Supporters of CRT often hide behind this claim because [CRT often, if not most of the time, isn't actually labeled as CRT](#). To properly identify CRT, you need to first understand how the framework is defined. That will help reveal whether it is in use. Often, those using it don't even realize that the materials they are using are based on the CRT framework because they got duped—or to be charitable, conditioned—into thinking it was just regular old diversity training

that teaches tolerance. For instances in which a school system in fact does not yet use CRT, it will be easier to be proactive and make sure you set guidelines preventing CRT from getting into the school system. An ounce of prevention is worth a pound of cure because once it gets in, getting it out can be time-consuming.

You don't understand it.

Claim: "You don't understand what CRT is and you are inaccurately describing it."

Response: Review the reference material above to understand what CRT is. Cite the provided definition at the top of this toolkit. If the individual challenging you denies the accuracy of the definition, simply point out that Kimberlé Crenshaw, who helped develop the framework of CRT, has said that the definition of CRT is a moving target. As summarized by the [American Bar Association](#), Crenshaw *"notes that CRT is not a noun, but a verb. It cannot be confined to a static and narrow definition but is considered to be an evolving and malleable practice."* This is an effective tactic for CRT activists, because as soon as they realize you have nailed your understanding of it, they can move the goalpost at their will. Therefore, push them to come up with a fixed definition of CRT.

CRT activists know CRT is indefensible when accurately defined, thus their need to shift goalposts often. It is enough to quote the founder and then refuse to be bamboozled by double-speak.

Note: Time permitting, review the works of those who have written about and advanced the CRT framework. Use their own words against them.

- An additional [brief explanation of CRT](#).
- A two page set of notes for further reference on [CRT concepts](#).
- A clear explanation of [why CRT is ineffective](#).
- A reading list of [top CRT theorists and critics](#).

By banning CRT, you're banning teachers from teaching history.

Claim: "Banning Critical Race Theory prevents teachers from teaching about racism, white supremacy, and aspects of U.S. history that you want to hide" or "You are violating the free speech of our teachers."

Response: The vast majority of adults of a certain age in our country learned about racism, the slave trade, the KKK and white supremacist movements in

society and government, the Trail of Tears, Jim Crow, Japanese internment during WWII, and more—all without Critical Race Theory. For that reason alone, the claim is wrong. If anything, banning CRT makes teachers do their jobs effectively by presenting the correct and whole history—not a slanted or tendentious version. It also stops teachers from discriminating against or asserting wrongful dominance over students in the teacher’s own presumptuous fiefdom.

Teachers have a right to teach CRT in their classrooms.

Claim: “Teachers have a First Amendment right to teach whatever they want in K-12 public school classrooms.”

Response: This is false. School boards have a duty to regulate classroom instruction and decide what the content of the curriculum will be. School Boards absolutely have the right to determine what is in the curriculum, and what is left out. Further, according to the [Foundation for Individual Rights in Education](#):

*“You have different speech rights as a hired employee than you do as a private citizen. You are generally considered to speak for the school district when you are in your classroom. “Speech” extends to classroom decorations, signs, posters, and statement clothing (such as pins or buttons.) According to the ruling in *Garcetti v. Ceballos* (2006), K-12 teachers’ speech is regarded as the expression of a public employee pursuant to official duties. Hence, “curricular” speech is regarded as “hired speech,” not entitled to protection by the First Amendment.”*

Under those circumstances, teachers are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.

Teachers absolutely do not have a First Amendment right to teach whatever they want in their classrooms.

How did CRT get into education in the first place?

There are a number of reasons for this, explained in an essay found [here](#). The extremely short version is that CRT activists did something most of us did not do: they showed up in colleges, state assembly meetings, curriculum meetings, and school board meetings, and they agitated and worked to get their ideas into the school system. Many later started their own training and consulting companies to promote CRT, SEL (Social Emotional Learning), and DEI (Diversity, Equity, and Inclusion), and so on. CRT activists were working in the places that people usually don’t go to in order to get their views into schools: they trained teachers in CRT at universities and colleges,

attended school boards to weave CRT into curriculum, and pressured accreditation bodies to make them push for CRT as well. They did activism while no one else was watching. And they conscripted or recruited seemingly respectable, moderate-sounding professionals to do their bidding by teaching them, reaching out and messaging to them, and making a politically-correct version of CRT fashionable. This double-barreled approach then gave them the ability to infiltrate the highest echelons of business, government, and the military-industrial complex by getting woke corporations, law firms (already predisposed to CRT Wokeism), and even the military. This expansion of the CRT message and following has been alarming and will ruin our Nation permanently unless we stop it right away in our schools and colleges.

Many colleges tell teachers that they should implement CRT and Critical Social Justice of all types into their classroom activities regardless of what the curriculum says. They will tell their teachers to find ways to work CRT into the classroom even if the curriculum does not include CRT. This is another thing to watch out for.

Further, CRT activists have been active at the federal level trying to make CRT a condition of receiving grant [money for education](#), including from the “American Rescue Plan.” Many school districts want to implement CRT to ensure they are able to apply for local, state, and federal grants. [President Biden has already indicated](#) that he wants federal grants tied to CRT implementation, and the [U.S. Department of Education has already proposed a rule](#) to that end. The Biden Administration would even have taxpayer dollars going towards [anti-racist “therapy” for white teachers](#). Additionally, in Biden’s “American Rescue Plan,” [a source is linked](#) that overtly develops the link between CRT and Social Emotional Learning (SEL). As a reminder, [many terms and phrases](#) are used within the CRT framework, which may make the presence of CRT within your schools not initially obvious.

CRT-infused curriculum, like that of the 1619 Project, will be favored and promoted with incentives like grants, or other enticements. 1619 Project curriculum was used [in over 3500 classrooms in 2020 alone](#).

Many parents, teachers, school administrators, etc., are attracted to the window dressing of “anti-racism.” After all, racism is indeed a terrible thing, so why would anyone oppose teaching a curriculum that reinforces this point? They think that when CRT activists talk about “anti-racism” they are referring to the idea that we were all taught as children: racism is bad and we should work to end it. But as we have seen, “anti-racism” is a CRT term that is not equivalent with standing against prejudice or discrimination.

Finally, sometimes people will choose to allow CRT in because CRT activists will call those that oppose them racist and destroy their reputation—and people don’t want to have their reputation destroyed.

Many people advocate for, defend, or teach CRT materials out of fear. Some recognize

that while the racist nature of CRT is self-evident and empirically obvious, they may lose their job if they speak out. Teachers who are against CRT are themselves on the front lines of this culture fight, and often face immense backlash if they are not seen as sufficiently “woke” or committed to the cause of “anti-racism.” Success in pushing back against the racism inherent in CRT will help insiders speak out without fear of losing their jobs or being falsely labeled as a racist.

We should also recognize that many will see dollar signs and opportunity in all of this upheaval. “Equity” companies and consultants stand to make a lot of money providing CRT materials, surveys, and training. [Panorama Education is one such company](#). Other organizations [focus on accreditation](#) while pushing CRT. These entities, in conjunction with other stakeholders, will lobby all relevant elected officials and bureaucrats directly to support CRT. If targeted school systems are not already ideologically predisposed, pressure through public commentary via the modern emerging “Woke” movement will be used by third-party entities as leverage to convince those school systems to hire them to help assist in CRT implementation to placate the aforementioned movement.

Is CRT being used in your schools?

If CRT is being used in your schools, there is no time to waste: it’s time to get to work. If CRT is not being used in your schools, now would be a good time to get involved in your local school board and community before radical CRT activists take it over and you have a real mess on your hands.

If you are not sure exactly what CRT looks like, or if your schools are using it, here is some helpful information on where to look:

First, and most importantly, examine the materials your child is bringing home from school. CRT that directly and overtly targets your children will often be the most powerful example to motivate other parents and people in your community. You should also examine the materials teachers are using to prepare their lesson plans. [BrainPop](#) is a politically-biased online resource with copious amounts of CRT propaganda, for example.

Second, examine school and school district websites. What types of materials, training, or departments and programs are publicly listed and might initially be worth a deeper dive? Do they have diversity, equity, and inclusion (DEI) materials or offices? If so, review them to see if they utilize a CRT framework. They often do. Search engine searches of [key terms](#), in conjunction with the name of your state, state Department of Education, county, and city, often returns surprising or undiscovered material for review.

Third, much of what you seek may not be front-facing or otherwise readily available. [Learn how to make public records requests](#) through either the [Freedom of Information Act](#) for federal documents, [or through the public information request process required](#)

[by your local government entities and school boards](#), regarding all training, curriculum, programs, materials, school system budgets, and emails promoting CRT, whether named explicitly or not (remember sometimes they hide it by using it without calling it that.) Depending on the volume of materials you receive, coordinate with others in your network to review those materials. To the extent possible, organize and catalog your findings so you can show other people in a way that is easy to understand. If the powers that be drag their feet, attempt to charge excessive fees, and are otherwise not being responsive to information requests, this means two things:

1. You are on the right track, and they are likely hiding something.
2. It is time to look at legal options for getting access to information such as Freedom of Information requests.

Where it may apply, be sure that your school board adheres to “open meeting” laws to ensure that discussion of anything related to CRT can be documented.

Create an independent “Classroom Incident Report” resource for parents that protects confidentiality, if desired. Some of the best information you will gather about CRT in schools is from parents seeing or hearing something going on in their classrooms.

Perhaps most importantly, find and identify sympathetic teachers, perhaps provide them a completely confidential and anonymous reporting tool, or communicate by word of mouth. Depending on how radicalized the school system is, their careers could be in jeopardy by speaking out, so you have a duty to help protect their anonymity if they desire to remain unnamed as a source of information.

As a final note on chronicling data and school system resources/curriculum materials: **archive it all**. Some school systems will fight dirty and pull it all down from the accessible fora and platforms, so that parents do not have the chance to review it. This poses a grave problem, but also an opportunity. If you have the materials archived, you can create a website for those materials to reside and then be the de facto resource for parents to see what is in your schools and in the process, recruit them to your side. Concerned voters in [Reno, NV did just that](#) when their school board pulled down public access to resources.

It is important to note that whether CRT is currently in your school system is mostly irrelevant to the purpose of this document. Actions to prevent CRT from entering your schools are similar to those you would want to take to ban CRT that is already in use.

Is CRT being taught in your school board district and/or in schools?

It is imperative that you get a “lay of the land” by ascertaining how your elected school board members view CRT. Who are your school board members? [This link may help you answer that question.](#)

As a standard method of accountability for any elected official:

1. Begin with following their social media accounts and reviewing their public commentary. You can search their social media yourself or set up Google Alerts for keywords, names, and phrases so that when commentary on CRT occurs, search engines highlight it for you.
2. Contact your school board members directly and ask them their position on CRT. A list of questions you can ask if they are being evasive can be found [here](#).
3. Attending your local school board meetings and getting your elected officials on the record is helpful, and non-answers can be revealing. Regardless, it is good to understand the political dynamics at play within the school board itself.

There will often be a history of roll call votes (a recorded vote that shows their position clearly) or a unanimous consent/voice vote (less clear on vote position) on items that are directly or indirectly related to CRT curriculum or training.

4. You, and the network of people you organize, can go back through and chronicle how school board members positioned themselves. If you don't know how to search for this, that's fine, assuming that your local laws require transparency and records of this type to be kept. As your network grows, enlist someone to help take a look at this or train you how to find it.

If your school board is publicly on the record opposing CRT and after a review of school materials, there appears to be no sign of CRT in use yet, work with your school board to take charge of the curriculum so that teachers do not decide to teach CRT behind the back of the school board (which, as we discussed earlier, sometimes happens).

It may be that your school board is vocally committed to opposing CRT. If so, that's great; however, many school board members now know that CRT is bad but may not be aware that it is already in use in their schools because they have not been trained on what CRT is and how it often presents itself under the guise of other seemingly “feel-good” phrasings. Further, they may not realize that sometimes teachers will instruct through the lens of CRT even if CRT isn't called for in the curriculum.

What is the goal?

The goal of the above subsections of Section I of this document is to bring you up to speed on what CRT and CSJ are, and to help you figure out exactly what the situation in your school district is. The goal is to ensure that:

1. The school board adopts a curriculum that is not taught through the lens of CRT and does not contain CRT as a required element. Indoctrination through CRT is removed (and the racism that comes with CRT) from all K-12 public school curricula.
2. Ensure that teachers are teaching the curriculum that has been put in place and not just choosing to continue to indoctrinate children into CRT, or using CRT as the lens through which they teach.

If your local elected school board members are vocal supporters of CRT, document their support. Experience shows that elected officials that are wrong on issues like this are rarely salvageable. It may be that with immense public exposure and pressure, they will bend to the political winds to satisfy you, but usually not because they are ideologically aligned with you and have seen the light. It is important in these instances to ascertain whether these specific school board members are generally with you and simply need to be educated, or whether they are saying whatever they have to say in order to get elected. If the latter instance is the case, they need to be replaced. If your school board members support CRT and refuse to remove it from the curriculum, or if they say they are opposed to CRT but refuse to implement a proper curriculum, then they need to be replaced. The rule here is that any school board member that refuses to implement a CRT-free curriculum that mandates teacher compliance needs to be replaced, and replaced as quickly as possible.

**Given the state of education in America,
it is almost certainly the case that you will have work to do.**

Section II

Growing Your Network

Once you have moved through the first section and checked the lay of the land you will have to build a movement to help you raise awareness of the problem and create support for correcting the situation.

Personal network mobilization

Start with those closest to you, including your family and friends. The circle will expand in later steps. Make sure that those who you know, and who are otherwise likely aligned with you on this issue, are sufficiently brought up to speed on what CRT is and why it is egregiously inappropriate for children to be indoctrinated by it. People should be encouraged to want to stand up for the children in their community and protect them from overt racism. At the end of the day, you are a human rights advocate; you want to protect children from abusive and harmful curriculum. No child should be told that because of immutable characteristics, they are irredeemably racist and less than others in their peer groups, or that because of their skin color they should be treated differently and that success in life is unattainable.

Any identified anger or frustration detected in parents or members of your community about the general direction of cultural Marxism in schools should be cultivated into a desire to take action to stop CRT. The people in your personal network will often be those that you are able to most quickly convince and motivate.

Local community network mobilization

Now is the time to reach out to your second tier of close community networks. Neighbors, church groups, parents of your children's friends and sports teammates, civic clubs, political clubs, work colleagues, and local social media networks and groups. Every community is different, but the concept is simple: identify everyone that you or your friends know that may be concerned about stopping CRT in your schools.

Strength and influence in politics usually boils down to a simple rubric of how many people are for or against something. The larger the number of people on your side who show up to make their voices heard, the more likely you are to succeed in the policy or political outcomes you seek. Identify political groups in your community that may be ideologically aligned on opposing CRT. Your messaging will be amplified if such groups span the political party spectrum. This will likely include political groups on the Right, but to the degree possible should include centrist and Leftist groups that can plainly see the problems of CRT. The broader your coalition the better. Keep an eye out for people who are opposed to this. Again, this is not a partisan issue. It is an American issue.

Politics can often lead to otherwise peculiar alliances. Don't discount the fact that many people who are active in a different political party than you may be just as opposed to CRT curriculum as you are. Opposing racism in curriculum should be a bi-partisan

position. Have conversations and bring them into the fold to help stop CRT if they seem receptive.

As a general rule of thumb, a **single issue focus group** at the local level will attract the most overall support. Conflating it with other issues could be detrimental to the mission of taking CRT down. The more issues you try to tackle, the more you may alienate people who would otherwise be willing to support your effort to stop CRT. Based on some recent anecdotal data from school board elections, specifically the Southlake, TX school board races, once people know what CRT is, there appears to be broad bi-partisan opposition to it. The more people you can convince of this, the better your odds are of achieving the goal of stopping CRT.

Don't let people hijack your support for their own cause: stay the course. This can include elected officials who may have their own agenda, or who take the lead but then either are not serious about prioritizing it, or do not plan to put in the work to bring other elected officials to their side. Take what you can get, but if many options are available, identify the person who will most successfully elevate the issue.

Grow even further to a third tier of contacts by asking those in your group to repeat steps 1-3 for themselves. Set goals for growth, encourage people to add X amount of people each week, or think of fun ways to reward those who bring in the most people.

Organize your network

Once you have identified a starting group of your concerned friends, family, and neighbors, it is time to more formally organize opposition to CRT. This may include the establishment of a new grassroots group or coalition that is focused on defeating CRT. Such a group may already exist. If so, consider joining that group and bringing your group of people with you. Having a formal coalition will make it easier to organize larger groups of supporters as you scale up the effort. The best way to lead is to be strong, of course, but in a manner that entices others to join you to defeat the common opponent.

Plan for the long haul. If no group exists, you will need to start one or find someone who can. Know your community and assess your needs. If more focused, whether you go with "Parents Against Indoctrination," make sure the name communicates the mission. There are several groups around the country popping up to oppose CRT, so consider opening up a new chapter in your state or locality if you determine that doing so brings advantageous resources and networks to help you along. Stopping CRT may not be your only policy or political objective, so it will be up to you to decide whether to start or join a group that is primarily focused on stopping CRT, or whether to start or join a group that makes stopping CRT one of several primary goals, but may also focus on a wider spectrum of issues.

You will need motivated, articulate, respectable, and dynamic people to lead and organize your coalition. A spokesperson needs to be an effective, engaging, attentive, logical, and interesting speaker. Many groups die on the vine because the person who wants to “lead” isn’t skilled at capturing the attention of the audience. Those organizing the logistics of a group need to be organized, diligent, mission-aligned, visionary, and hard-working. Many groups fizzle out because they are not well organized. Know your strengths and weaknesses and of those in your network. Plug people in where you know they will succeed and thus be encouraged to continue being involved. Share the brunt of leadership amongst a core group of active participants and take no pride in ownership, but rather a shared commitment to achieving the objective of removing CRT from your K-12 public schools. Their pride lies in the success of the group’s mission and they should take their ego out of the equation.

What works differs based on the abilities of those in your network, but consider assigning positions focused on recruitment, communications, policy, and hospitality. Hospitality is important, because although CRT is a serious issue, few public policy initiatives last long if the people within them do not feel like they are a part of something, a part of a community, a peer group of like-minded patriots. Some people turn to these groups for a sense of community and social activity. To the degree possible, have fun and make sure there is an occasional social component that bonds the group. Sometimes that can be having a meetup at a local restaurant patio to enjoy food, drinks, and live music after a long week of work.

If you have parents who are lawyers, urge them to organize and advise on legal efforts, as this will amplify your capabilities at very little cost. You may need them later if your situation warrants lawsuits.

Have people take ownership over their neighborhoods. Where possible, work with local ideologically friendly political groups to get resources that might help your more focused cause. Some political entities may be willing to provide or help you get the data your people will need to efficiently walk their neighborhoods and knock on doors to talk to people who have a high propensity of being ideologically aligned with your efforts. Good data will maximize the efficacy of your hard work and speed up the growth of your coalition. Be cognizant, though, that the more you entangle with partisan groups, the harder it will be to maintain a broad coalition. Assess your needs and take the path that you deem most advantageous to accomplishing your goals.

Help bring along newly involved people by training them in the techniques you have learned and mastered, so that they can grow as activists themselves and expand the capabilities of your group. The importance of this cannot be overstated. The goal here is to empower people to be more effective. The more effective people you create, the stronger your movement becomes, and CRT activists will not go down without a fight—so you will need all the help you can get.

Work with vetted and legitimate organizations to supplement your materials and supporting research. Bad information or partnering with improperly vetted fringe groups can often provide your opposition with the opportunity they have waited for to delegitimize your efforts, and local media may hold the biased views of your opposition and help elevate attention the pushback. Even if you do everything right, expect this to occur the more successful your efforts become. Do not go on defense, stay on offense, and stay on message. CRT is a racist framework, and you should not let up on the gas demanding to know why your opponents support such racism. There are many organizations out there researching CRT. Examples can be found [here](#), [here](#), [here](#), and [here](#). Many of these organizations provide resources to help [guide you through many of the actions you or your group will want to take](#).

**Anger about Critical Social Justice indoctrination
will be enough to motivate people to take action to stop CRT.
Make people aware of what is going on
and many will rally to your cause.**

Creating awareness of your group to grow community support

There are other people out there like you, with the same concerns and goals you have. However, finding those people and connecting with them can be difficult. Making your group visible and creating awareness of your cause and your group can act as a beacon to attract other like-minded individuals.

Create social media profiles for your groups. While you may or may not be a fan of Big Tech, it is still an important means by which to reach people in your community, whether Facebook, Twitter, Parler, Rumble, Instagram, Tik Tok, Youtube, NextDoor, etc.

Identify print media outlets in your area and work on putting together a team that can submit Letters to the Editor (LTE) or longer Op-Eds. Ensuring that there is a drumbeat on anti-CRT narratives on every forum and outlet possible is necessary to elevate the public awareness of the issue and to create a broader public policy fight.

Conduct [video webinars](#) and parent bootcamp presentations to invite parents and bring them up to speed.

Examples of training materials to learn how to amplify your public communication efforts can be found [here](#), [here](#), [here](#), [here](#).

Arguing your position

As materials are produced that help communicate your message, make sure that the best of the best is being disseminated in a weekly email to supporters. This can include good national TV interviews you saw regarding CRT or a well-written document about what CRT is and examples of it in use. New material is coming out weekly building off past research. Stay ahead of the opposition, anticipate their pushback, debunk it if warranted, and define the narrative.

Stick with facts and avoid theories that cannot be demonstrated. People should look to you as an authoritative source. Being wrong often will dilute your support and cause people to question not just your motives, but also whether you are just wrong about CRT.

**Make sure you have your facts correct,
and have sources available.**

Work with a coalition of groups that might already be in place to communicate similar ideas and concepts and to build a drumbeat on the issue. From a marketing perspective, an old rule of thumb is that the customer needs to be contacted at least five times to close a sale. Similarly, those in your community will need to see robust opposition to CRT, with multiple opportunities for them to see why CRT is bad, in order for them to begin forming a strong opinion on the matter.

CRT proponents have an indefensible position, and they are beginning to understand that. Now is the perfect time for accountability.

Section III

Winning Back Your School Board

You are now entering the political arena.

Can your school officials be convinced to fix the problem?

After learning about what CRT is and is not and figuring out how to build or join a coalition of like-minded people, your task is now to put those efforts further into action. The first step is to identify and define what exactly the problem is and who is perpetuating it. This could be any or all of the following:

- Superintendent
- Some or all of the school board
- Individual teachers and/or teacher unions
- A vocal and active minority of parents
- Local CRT activists
- Federal, state, county, parish, municipal, or non-governmental grants or other financial support and resources

If you can educate the individuals causing the problem and move them to your position, and trusting them is a reasonable proposition, and they follow up with action to stop CRT, your mission is now accomplished and no further action is needed—aside from standard accountability efforts to ensure they don't backslide. Accountability efforts require that we as citizens always keep track of what our elected officials are doing, even those who say the right things. Good words do not always match up with good deeds.

If school system officials need to be replaced, now what?

Work within your groups to identify who would be best and most willing to put in the work required to win. Winning by small margins is a victory, but winning by much larger than expected margins provides you a clear mandate and encourages others around the country to reclaim their schools.

Use national momentum on the issue of CRT to win elections and reclaim your children's futures. School board, city council, and mayoral candidates running for seats in Southlake, TX [recently won](#) by a whopping 40 points and turnout was three times higher than previous elections. An example of one of the websites used by a successful candidate in that race [can be found here](#). Parents are fired up about reclaiming their schools and protecting their children from the harmful effects of CRT. Radio personality Dana Loesch was at ground zero of the Southlake effort, alongside Leigh Wambsganss, who helped to lead and organize the coalition. [Dana wrote about how they were successful](#) in Newsweek. Their plan, what they refer to as the "RedPrint," is structured in

5 steps:

1. Understand what you are fighting for
2. Gather numbers
3. Organize
4. Demand answers
5. Outreach

This is an effective approach to organizing against CRT generally, and it is equally effective in organizing to replace education leadership.

Parents in Southlake, TX ultimately formed a group named [Southlake Families](#), which developed a plan, [including an 11 point overview](#) of actions for newcomers to take to tackle this issue in their school board races. It involved ample amounts of research and using information requests to uncover specifics of what was occurring. In this case, the framework was [referred to as CCAP](#), not Critical Race Theory, which is another example of why it isn't always easy to spot CRT in action. A team-based thorough review of CCAP identified the problems [listed at the bottom of this page](#). After Southlake Families ran Facebook ads targeted at parents in their district cutting straight to the chase of what was being taught to their children, a groundswell of donations and support came in, which was then used in turn to help fund candidate efforts.

Southlake Families isn't the only example of a groundswell of parents wanting to protect all children from CRT. Additional examples include [Education First Alliance](#) in North Carolina, [Awake Illinois](#), and [Fight for Schools](#) or [Stand Up Virginia](#) in Virginia.

Start recall petitions for the people you are targeting for replacement in your area, if possible. Make sure you are familiar with the rules and know how many signatures you will need. Aim for significantly more signatures than you will need in case the list is challenged and some names are disqualified. Learn the rules of the process and adhere to it to minimize your opposition's ability to whittle away at the number of accepted signatures and stymie your efforts.

It's time to mount a political campaign. Now what?

As elected representatives, school board members have the ability to influence incredible change in their communities. Before you begin your campaign, ask yourself: **Why** am I running for office? **When** am I seeking election? **How** will I get resources, campaign funding, volunteers, time, etc.? **Who** will vote for me, volunteer, donate; and how do I get more support? How do I counteract the spurious charges leveled against me by those who want CRT to flourish unchallenged in our schools?

You will need to identify the candidate or plan for the process by which you will become a candidate. Local and municipal election filing is often a separate process from state

or federal candidate filings with different forms and rules. [We have provided here](#) a shortcut to resources in each of the 50 states to help identify ways to get started down this path. These resources are important for you to be successful in winning elections.

How to create and run a successful school board campaign:

1. Identify a candidate.

Identify a potential candidate or candidates to run for school board seats that are currently being used to perpetuate the school-sanctioned racism of CRT. Perhaps that's you, or perhaps you have someone in mind. If not, work with your network to find and recruit candidates.

Of the potential candidates, rule out any candidate that cannot answer yes to all of these questions:

- Can you legally accept donations?
- Can you get on the ballot and will you get on the ballot?

Of the remaining candidates, pick the one that can answer yes to the following questions:

- Are you willing to solicit donations?
- Have you created a voter contact plan?
- Have you made it easy for supporters to assist your campaign?
- Can you meet deadlines and timeframes you need to be aware of?

Again, every state is different, so double-check your paperwork and work with people who are seasoned campaigners. Plan for the worst so that you do not miss deadlines, and unless you are very confident in your paperwork or have a strategic reason to wait until the last minute, do not wait until the last minute. If something is wrong or missing, you will have time to correct it.

2. Major elements of a campaign.

Before you or your preferred candidate file, think through the organization of the campaign and how you will coordinate and delegate the following elements:

Branding.

You will need a social media presence. Create and keep hidden, or do not publicly push, until you are ready to rollout. Use whatever platforms you think will help, but make sure you have a strategic plan for their use and a plan to engage followers. These options

include, but are not limited to, Youtube and/or Rumble for posting and storing videos, Facebook/Twitter/Instagram/Parler/TikTok/etc. for social media sharing.

You will need a logo and a tagline (a catchy slogan perhaps). It can be as simple as “John Doe for School Board Seat 3,” but some amount of creativity can also help. Darker background with light colored letters is usually best, as studies show that eyes naturally flow towards light in any image, so let nature work for you. If the people in your network have a particularly good reason to deviate from that color scheme, listen to them. This logo will be used on all of your materials, including yard signs. Your logo must be clear and easily readable. Its legibility at speed and distance will be of special importance when used on signage.

Yard signs are often one of the most expensive expenditures of a campaign. If you have a good source that can produce them cheaply, that will be a distinct advantage.

Do you know someone with experience who can shoot and edit video?

Discuss whether a website would be helpful, sometimes they are, sometimes they are not. These days, they can be done pretty inexpensively. At the bare minimum, you should own domain names that relate to your name and campaign.

You will need to be able to draft statements and comments on the issues of the campaign.

On the ground campaigning.

You will need to be able to organize and manage canvassing of neighborhoods in your district and be ready to knock on doors to turn out the vote. This should be carried out through the use of voter-contact software that allows you to carefully target and efficiently reach your voters. There are many choices out there, ask around to see what people recommend. CampaignSidekick, i360, Advantage, and Nation Builder are common options. Such options often also provide phone banking and texting functions to reach out to voters.

You may want to send mailers and should at least print push cards to hand out to people as your networks knock on doors to raise awareness during the campaign season. These can also be prepared after the campaign is formally filed.

You may also want to send out some text messages or emails to people in your district. Plan which service you might use to handle bulk emails or texting operations. Consider sending out a mailer or robotext.

Throughout your canvassing efforts, keep track of responses. With accurate data, you can minimize costs by ensuring you are not sending out resources to homes that are decidedly not supportive of your efforts. It will also help you identify strong supporters

and voters that are still undecided. Each will entail different types of follow-up contact. An effective voter contact system will track data on past engagement with voters.

Get out the vote.

Having support in the abstract does not mean much if it does not translate into getting people over to the polls during the election period. Throughout the campaign you will need to have someone who is in charge of keeping track of your supporters so you can get them out on election day. The best campaigns will make sure they keep a database of support complete with phone numbers and emails so that they are able to contact people on election day and get them out to vote.

You should have transportation available so that you can get elderly and other appropriate people or those without transportation out to the polls to vote for you. You also want to make sure that anyone with car trouble or without access to a vehicle can get to the polls easily. The last thing you want is to lose because people did not want to wait in the rain for a bus and your opponent arranged transportation to get their voters to the polls and you did not.

3. Who is in charge and why.

Ensure that someone competent is in charge to organize the campaign.

- If your network is robust enough, you should be able to find someone (generally referred to as a campaign manager) to oversee all operations and a group of people tasked with carrying out each area. If you cast a wide enough net among your network and that of your friends, you may be able to find someone experienced in most of these areas that can donate their time and skills to help you put forward a solid campaign at a low price point.
- Ensure that whoever runs the campaign is someone who is ethical, careful, respectable, intelligent, mission-aligned, supportive, cohesive, and responsible. Remember, this is about results and picking someone who is not up to the task is a recipe for disaster. Pick the most responsible person, not the person who is most friendly or the nicest.

There are a myriad of resources that provide tutorials on how to run a campaign—consider checking them out. For instance, [MyCampaignCoach.com](https://www.mycampaigncoach.com) has a number of free resources as well as some [paid online courses](#).

4. Paying for it.

Remember: many things here are free, but some do cost money. **Make sure you have a budget and stick to it.**

Campaigns cost at least a little money, depending on filing fees, etc., but even on a budget of a few thousand dollars or less, a dedicated and passionate grassroots network of fired up parents can win big in local elections.

Depending on how large or competitive the seat you are targeting is, costs can scale up quickly, but remember, parents are fired up about stopping CRT, and it's hard to put a price on the outpouring of support you can get if you run a campaign that stays on message. You can overcome a significant expenditure deficit compared to opponents if your message resonates with voters and the data supports it.

Social media is free, so use it to your advantage to spread your message and connect with people in your district. We do highly recommend **paid targeted social media advertisements**, though. Make sure you do not get bogged down with trolls and haters, whose very objective is to distract you from effective advocacy of our campaign and causes.

Public speaking events are free, aside from gas to travel, so make sure you get out in the community and meet with as many groups as you are able.

Ideally, your network will provide dozens of passionate parents and neighbors to volunteer for free to canvas your district with materials, and to reach out to all future voters so that you can build out the list of people you will want to target for later contact, when it comes to voter turnout. As much as the candidate is able, it is also important that they get out and meet potential voters and explain what is going on in our schools with CRT and then recruit them to your team. These external validators can be especially helpful in reaching out to their networks, but also for being trustworthy and relatable exemplars whose support for your campaign elicits votes in your column. People often vote for candidates who have the support of folks relatable to them.

If you have a large network of support but are having trouble finding people to canvass neighborhoods, consider hiring supporters to knock on doors and to pass out literature. You can usually find college students that agree with you who are looking to get involved with campaigns as paid interns, or work with local campaign consultants who might be familiar with good groups who do paid block walking. As always, try to budget for this as an expectation, but hopefully you will have such an enthusiastic base of support, you will not need to spend any money on canvassing efforts.

Donations of time and skill-based resources can be just as valuable as money. Utilize them as much as you can.

Donations of money are important, too, though. For a school board race, even an individual small monthly donation of \$5 can make a big difference if you have a large number of people committed to that same financial pledge.

Make sure you identify what your local and state campaign finance laws are so that you can adhere to the rules.

A new national PAC has been formed, called the [1776 Project PAC](#), that is seeking to fund school board candidates that will oppose CRT.

5. Have a Strategy.

Study how the school board operates from a procedural perspective. You will need to be able to articulate how you or your candidate will lead the way on removing CRT from the curriculum. Your opposition, or perhaps biased media aligned with your opposition, may try to trip you up to make you seem inexperienced and unqualified. Understanding how the school board works will help you sidestep such ambushes.

Expose and highlight the problem of CRT and make it the defining issue of the campaign.

Create a drumbeat on the facts you have uncovered about CRT use in your school systems.

Come up with slogans, hashtags, etc., which will be easy to remember and easy to connect to you or your candidate, and which conveys your position against CRT. #StopCRT is a fine example of a generic hashtag. Be creative and localize the message if you can, but keep it simple, dignified, and memorable. (Don't give the potentially hostile press or social media mavens a process story to derail your candidacy. Remember, they're looking for one.)

Stick to a few major campaign points and try not to deviate into the weeds on different issues. Your opponents will try to shift the narrative because they know that CRT is a losing issue for them. Don't allow that to happen.

Show parents and neighbors what children are being taught or asked to do in schools, and show parents and neighbors exactly what teachers are being trained with. Always have well-rehearsed but seemingly natural talking points with you, complete with sources and data. If someone challenges the veracity of your facts, you must be able to authenticate it immediately.

Host as many meet and greets as possible. You want your candidate's supporters to get to know the candidate and see them in a personal way, as one of their neighbors who is passionate about children and their futures. The same applies if you are the candidate.

6. Close strong.

Enthusiasm can be infectious. You will want maximum volunteering and activity, essentially a non-stop buzz about what you are doing and why it is so important. If

people see that you and your supporters are fired up about protecting our children and their future, they will want to be on the winning side.

In the two weeks leading up to voting, you will want to hit on as many identified doors as possible and saturate your community with your message, whether that be social media, texting, robo-calls, phone banking, radio, or even local TV ads. Remind people that this entire campaign is about the school-sanctioned racism of CRT and that you or your candidate wants to stop it, while your opponent wants to perpetuate it.

Identify voting dates and locations, and organize teams of greeters to stand at those polls with signs and materials to educate any undecided voters who may want to ask you questions. Even with all of your efforts, and that of your opposition, some voters will still have no idea who is running for school board or what those candidates believe in. Simply holding a sign as they walk into a building to vote may mean that when they get to your portion of the ballot, that name is the one that they find familiar now and be the deciding factor in how that vote was cast.

Congratulations: You've Won!

Now what?

First and foremost, do what you said you would do: **keep your promises**. You may have campaigned on other issues than just CRT. If you don't keep your promises or stick to the principles you campaigned on, you may soon find yourself on the other end of this scenario with angry parents initiating a grassroots campaign to defeat you.

You have made opposition to CRT the focal point of your campaign—now you or your candidate have the power to make change. Take steps to pass language to remove CRT from curriculum and ensure that teachers are following the curriculum and not teaching through the lens of CRT. [Model language to use for banning CRT can be found here](#).

Format according to the rules governing your school board and add in any relevant references to existing statutes that you deem necessary.

Use that elected position to publicly advocate against CRT. You or your candidate may have won, but perhaps you still don't have enough votes to fix the curriculum. Name names, let the people know who stands in the way, and pay it forward by helping to recruit new candidates for the next election. Share with them all that you have learned so that they will be successful.

From here, work your way up the ladder on anti-CRT advocacy. You can do this in one of a few ways.

You can use your position to request change at the state school board level, which could make your job easier if the entire state school system is able to remove CRT from the curriculum.

You can also use your position to pressure state lawmakers or the Governor to ban CRT curriculum. A total state-wide ban is the best possible outcome. Some states are doing this, but good school board members are still needed to make sure loopholes are not being exploited or that laws are not being ignored.

If those elected officials don't listen, once you've corrected the problem in your jurisdiction, consider running for state board of education, or the state legislature, or for Governor even perhaps eventually—but always pay it forward and help others and take steps to ensure that your position is taken by someone who will carry forward with your

hard work.

Lastly, remain committed to your cause and do not let the system corrupt you. Policy victories can take years to achieve. Your opponents may try to make you feel that your efforts are pointless. Every policy victory in history has started with one person's vision and dedication. Be that person. The point of all of this is to protect children, and to ensure we are creating a future in which the next generation seeks to build a civil society based on a common set of ideas and values, which importantly does not include an embrace of racism and discrimination as a guise by which to claim racism and discrimination are being combatted. In other words, a future without the systemic racism and discrimination of Critical Race Theory.

Model School Board Language to Prohibit Critical Race Theory

Purpose

The purpose of this policy (or resolution) is to prohibit:

- the teaching and promotion of critical race theory,
- divisive concepts, and
- other forms of government-sanctioned or -facilitated racism in our school district

and to uphold the foundational American principle that all people are created equal and are endowed by their Creator with unalienable rights to life, liberty, and the pursuit of happiness.

Section 1. Definitions

A. “*Critical Race Theory*” means any theory or ideology that:

1. Derives or otherwise traces its origins or influences from, or pertinently overlaps with, the “Critical Theory” social philosophy espoused by the Frankfurt School;
2. Teaches or promotes that social problems are created by racist or patriarchal societal structures and systems;
3. Espouses the view that one race is inherently racist, sexist, or intentionally or inadvertently oppressive;
4. Espouses the view that one race is inherently responsible for the intentional or inadvertent oppression of another race;
5. One race or sex is superior to another race or sex;
6. A person should be discriminated against because of the race or sex attributed to them or be treated differently based on that classification;
7. A person’s moral character is determined by the race or sex attributed to them;
8. The race or sex attributed to a person makes them responsible for past transgressions of that race or sex;
9. A person would feel discomfort, guilt, anguish, or any other form of psychological, physical, or any other kind of distress on account of the race or sex attributed to them; and
10. Work ethic or devotion to duty and obligations is inherently racist or sexist.

B. “*Divisive Concepts*” mean any concept that espouses:

1. One sex, race, ethnicity, color, or national origin is inherently superior to any other sex, race, ethnicity, color, or national origin;
2. The United States is fundamentally or systemically racist or sexist;
3. An individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them is inherently racist, sexist, or otherwise prejudiced or oppressive, whether consciously or unconsciously;

4. An individual should be discriminated against or receive adverse treatment solely or partly because of the sex, race, ethnicity, religion, color, or national origin attributed to them;
 5. An individual's moral character is necessarily determined by the sex, race, ethnicity, religion, color, or national origin attributed to them;
 6. An individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them, bears responsibility for actions committed in the past by other members of the same (or any other) sex, race, ethnicity, religion, color, or national origin;
 7. Any individual should be targeted and made to feel discomfort, guilt, anguish, or any other form of psychological distress due to the sex, race, ethnicity, religion, color, or national origin attributed to them;
 8. Meritocracy or traits such as a work ethic or devotion to duty and obligations are racist or sexist, or were created or recognized by a particular race to oppress another race; or
 9. The term "divisive concept" includes any other form of race or sex stereotyping or any other form of race or sex scapegoating;
 - (a) "Race or sex stereotyping" means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex;
 - (b) "Race or sex scapegoating" encompasses any claim that, consciously or unconsciously, and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.
- C. "*Government-sanctioned or -facilitated racism*" means any concept, theory, ideology, action, omission, custom, policy or practice enacted by elected officials or taxpayer-funded entities that:
1. Supports, promotes, or affirms the adverse treatment of an individual by virtue of the race attributed to them;
 2. Results in the affirmation, adoption, or adherence to viewpoints that treat individuals adversely by virtue of the race attributed to them;
 3. Reinforces, supports, or affirms the ahistorical and racist ideas promoted by the *1619 Project* and likeminded endeavors and organizations or otherwise derives or can trace its origins to the essays, curricula, and writings of the *1619 Project* and similar endeavors.

Section 2. Prohibitions

A. The tenets outlined in section (1)(B), often found in "critical race theory," undermine a free society and sound education and otherwise exacerbate and inflame divisions on the basis of sex, race, ethnicity, religion, color, national origin, or other criteria in ways contrary to the unity

of the nation, the founding principles of the nation, and the well-being of the citizens of [insert local school board jurisdiction].

B. Therefore, no school district, or public school, including a public charter school, shall direct or otherwise compel students to personally affirm, adopt, or adhere to any of the following tenets:

1. That any sex, race, ethnicity, color, or national origin is inherently superior or inferior;
2. That individuals should be discriminated against or receive adverse treatment solely or partly because of the sex, race, ethnicity, religion, color, or national origin attributed to them;
3. That an individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them, are inherently responsible for actions committed in the past by other members of the same (or any other) sex, race, ethnicity, religion, color, or national origin;
4. That an individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
5. That an individual's moral character is necessarily determined by the sex, race, ethnicity, religion, color, or national origin attributed to them;
6. That an individual should be targeted and made to feel discomfort, guilt, anguish, or any other form of psychological, physical, or any other kind(s) of distress due to the sex, race, ethnicity, religion, color, or national origin attributed to them;
7. That meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race; or
8. That the United States is fundamentally or systemically racist or sexist;

C. No distinction among or classification of students shall be made on account of race, color, or national origin.

D. No course of instruction, unit of study, or any other curricular or extracurricular offerings directing, facilitating, enabling, permitting, sponsoring, supporting or otherwise compelling students to personally affirm, adopt, or adhere to any of the tenets identified in paragraph (B) of this subsection shall be used or introduced in any school within the jurisdiction of this board of education. Nor shall students, directly or indirectly, be encouraged or incentivized in any manner to do so.

E. All training programs for school district employees relating to diversity, equity, or inclusion must adhere to the provisions outlined in section (2)(B) and shall, before being used, be reviewed by the board of education for full compliance with this subchapter. This review shall also be available for discussion in a public format to provide parents, guardians, and residents

with a meaningful opportunity to participate, review, and provide input on any proposed guidelines relating to diversity, equity, or inclusion training for school district employees.

F. Notwithstanding any other provision of law, this section does not prohibit schools, or entities under the jurisdiction of the board of education, from including, as part of a course of instruction or in a curriculum or instructional program, or from allowing teachers or other employees to use supplemental instructional materials that include:

1. The history of an ethnic group, as described in textbooks and instructional materials adopted in accordance with approved curriculum;
2. The discussion of otherwise controversial aspects of history, *only if* done so without violating the provisions outlined in section (2)(B) and *only if* done so by presenting, from a holistic point of view, a complete, neutral, and unbiased perspective of the subject matter or prism;
3. The instruction on the historical oppression of a particular group of people based on race, ethnicity, class, nationality, religion, or geographic region; or
4. Primary source documents relevant to such a discussion if otherwise approved for use in curriculum or trainings, and otherwise comports with the provisions of above sections.

Section 3. Applicability to School Districts

Notwithstanding any other provision of law, the provisions outlined in section (2) shall also be applied to all employees at a covered school in the school district as outlined in section (2)(B).

A. A covered school shall not teach, instruct, or train any employee, contractor, staff member, administrator, supervisor, assistant, part-time employee, parent volunteer, or any other individual or group, to adopt, support, or promote critical race theory, divisive concepts, or government-sanctioned or -facilitated racism as defined by the provisions herein enacted.

B. No employee of the board of education shall face any direct or indirect adverse consequences, penalty or discrimination on account of his or her refusal to support, believe, endorse, embrace, confess, act upon, or otherwise assent to critical race theory, divisive concepts, or government-sanctioned or -facilitated racism as defined.

1. The fair and equal treatment of individuals is an inviolable principle that must be maintained in the state workplace.
2. The administrative head of each school shall use his or her authority to ensure that the school employees during work hours, and any contractors hired by the school to provide training, workshops, forums, or similar programming, for purposes of this section, to school employees do not teach, advocate, act upon, or promote in any training to school employees critical race theory, divisive concepts, or government-sanctioned or -facilitated racism as defined.

C. No funds shall be expended by the board of education, or any entity under the board of education's jurisdiction, for any purpose prohibited in section 2, section (3)(A), and section (3) (B).

Section 4. Penalties

Along with the board of education, the principal of each school subject to the provisions herein enacted must enforce those provisions. The principal may delegate some aspects of the responsibility of that enforcement so long as that principal remains active in the enforcement process. Notwithstanding any other provision of law, whenever a complaint concerning the potential violation of the provisions herein enacted by a covered school, school employee, or contractor is brought to the principal's attention or the principal has any cause to suspect that such a violation has occurred, is occurring, or may occur, the principal must notify the board of education in writing as expeditiously as is reasonable but within no later than 7 calendar days. The board of education then has 30 calendar days to complete an assessment of the covered school or school employee's violation and make it publicly available to residents within the school district.

A. If a covered school violates the provisions in section (2) or section (3), the board of education, notwithstanding any other provision of state or federal law, shall sanction the school by providing public notice to residents within 30 calendar days, enacting a prohibition on participation in athletic competition, or otherwise bar the covered school from any participation in local or state academic or athletic activities for a period up to 30 days.

B. If a school employee violates the provisions in section (2) or section (3), the board of education, notwithstanding any other provision of state or federal law, shall require the school administrator to sanction the employee as follows:

1. Upon first offense, the employee shall be placed on 30 days of administrative leave without pay.
2. Upon second offense, the employee shall be terminated; and the school shall issue a public statement reiterating its commitment to upholding the fundamental American idea that all men are created equal and endowed by their Creator with unalienable rights to life, liberty, and the pursuit of happiness.

C. If a contractor provides a training for school employees relating to diversity, equity, or inclusion that teaches, advocates, or promotes critical race theory, divisive concepts, and government-sanctioned or -facilitated racism as defined, and such action is in violation of the applicable contract, the school entity that contracted for such training shall evaluate within 30 calendar days whether to pursue debarment of that contractor, consistent with applicable law and regulations.

1. If a contractor is found to be in violation of the applicable contract through the teaching or promotion of critical race theory, divisive concepts, or government-sanctioned or -facilitated racism as defined, then the contractor shall be debarred with public notice provided within 7 calendar days of the debarment of that contractor.

D. If a board of education member violates the provisions in section (2) or section (3) or otherwise lends material or any other tangible or intangible support, aid, assistance or encouragement to critical race theory, divisive concepts, or government-sanctioned or -facilitated racism as defined, the board of education, notwithstanding any other provision of state or federal law, shall notify the public within 7 calendar days and provide notice of a public forum to be held no later than 30 calendar days after notification.

1. The public forum shall be used to formally consider removal of the board of education member through a special election consistent with state and local election law and must provide parents, guardians, and residents with a meaningful opportunity to participate, review, and provide input on the consideration of removal of the board of education member.

Section 5. Additional Terms

Additional terms and concepts below that either wholly violate the above clauses, or which may if taught through the framework of any of the prohibited activities defined above, partially violate the above clauses in what is otherwise broadly defined as “critical race theory”:

- A. Critical Race Theory (CRT)
- Action Civics
- Social Emotional Learning (SEL)
- Diversity, Equity, and Inclusion (DEI)
- Culturally responsive teaching
- Abolitionist teaching
- Anti-racism
- Anti-bias training
- Anti-blackness
- Anti-meritocracy
- Obtuse meritocracy
- Centering or de-centering
- Collective guilt
- Colorism
- Conscious and unconscious bias
- Critical ethnic studies
- Critical pedagogy
- Critical self-awareness
- Critical self-reflection

Cultural appropriation/misappropriation
Cultural awareness
Cultural competence
Cultural proficiency
Cultural relevance
Cultural responsiveness
Culturally responsive practices
De-centering whiteness
Deconstruct knowledges
Diversity focused
Diversity training
Dominant discourses
Educational justice
Equitable
Equity
Examine "systems"
Free radical therapy
Free radical self/collective care
Hegemony
Identity deconstruction
Implicit/Explicit bias
Inclusivity education
Institutional bias
Institutional oppression
Internalized racial superiority
Internalized racism
Internalized white supremacy
Interrupting racism
Intersection
Intersectionality
Intersectional identities
Intersectional studies
Land acknowledgment
Marginalized identities
Marginalized/Minoritized/Under-represented communities
Microaggressions
Multiculturalism
Neo-segregation
Normativity
Oppressor vs. oppressed
Patriarchy
Protect vulnerable identities
Race essentialism

Racial healing
Racialized identity
Racial justice
Racial prejudice
Racial sensitivity training
Racial supremacy
Reflective exercises
Representation and inclusion
Restorative justice
Restorative practices
Social justice
Spirit murdering
Structural bias
Structural inequity
Structural racism
Systemic bias
Systemic oppression
Systemic racism
Systems of power and oppression
Unconscious bias
White fragility
White privilege
White social capital
White supremacy
Whiteness
Woke

Section 6. Non-Exhaustiveness of Section 5

The list of terms and concepts in section 5 is non-exhaustive. Section 5 applies to all terms or concepts that violate the provisions herein enacted.

Section 7. Usage of Sex or other Classifications Mentioned in this Enactment

The usage of sex or other related classifications mentioned in this enactment shall not be construed as an endorsement of deviations from biological sex. These classifications are intended to prevent, and shall have the effect of preventing, anyone from using any manner of fluidity or impermanence regarding sex to circumvent the purpose and objective of this enactment.