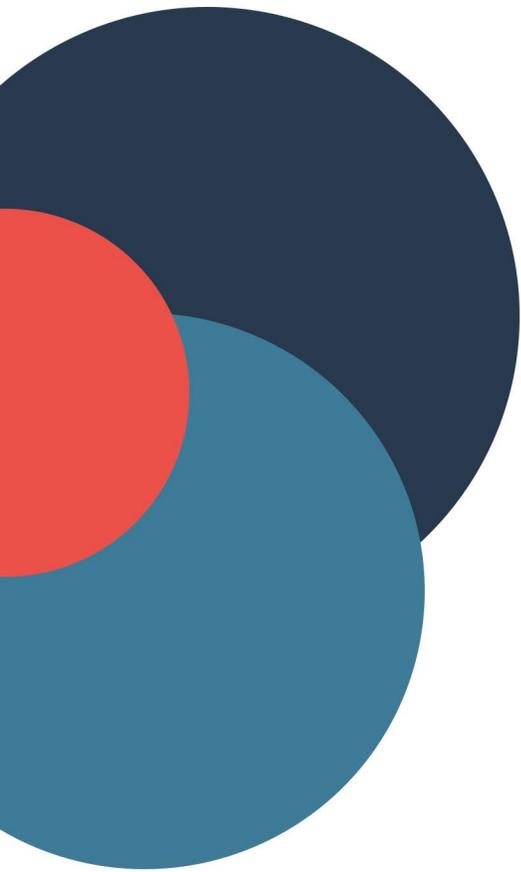


# POLICY ON EQUALITY & CIVIL RIGHTS IN EDUCATION

## PROPOSAL

## TO SCHOOL DISTRICTS AND AFFILIATED AGENCIES



2021

To Whom It May Concern:

Given the potential for violation of certain unalienable American rights, this enclosed statement is being supplied to school districts, boards of education, and affiliated agencies/organizations titled “**Policy On Equality and Civil Rights in Education**”. By adopting and enforcing this policy, school districts and stakeholders can unite under the founding principles that recognize *all of us are created equal*. None of us should want our board meetings to look like those out of Louden County, VA. Those parents and advocates have for months been defending our basic American principles on behalf of the public school community. Please don’t make us have to do the same, because we will if we have to; we are ready to fight this head on. Rather, let’s resolve this issue and resolve it now in the name of unifying our children and community.

***Why adopt this policy?***

- Anti-Americanism is sadly permeating a plethora of literature in public education today.
- These ideas of oppression and systemic racism come from Marxist and 20th-century Neo-Marxist doctrine called “critical theory.” America is a constitutional federal republic; it is not a marxist, socialist, or communist government.
- The **Civil Rights Act of 1964** <sup>1</sup> prohibits discrimination on the basis of race, color, religion, sex or national origin. This act is intended to be universal, not just for select groups.
- It is incumbent upon education officials to ensure K-12 lessons, discussions, and initiatives do not discriminate by race, creed, gender, sexuality, or any other manner that violates the constitutional rights of students or staff.
- Given the current national litmus on the topic of racism and equality, this policy can establish a unifying concept of community and citizenship.

This policy is adapted from the Citizens for Renewing America template <sup>2</sup> and is provided to you by Awake IL for consideration as an established policy/resolution. It is comprehensive in its definitions of “critical theory” and divisive curricula, it protects students and staff from participation in the defined divisive concepts, it stipulates the liabilities of policy violations, and it incorporates a clause that will protect taxpayer funds from going towards defined divisive concepts. Awake IL looks forward to seeing this school district/agency establish either this statement or a similar policy to ensure all students and staff are treated fairly under the Constitution of the United States of America <sup>3</sup>, the Declaration of Independence <sup>4</sup>, and the Bill of Rights <sup>5</sup>. You are welcome to contact our organization with any questions, comments, or to collaborate on this suggested policy.

We are Awake Illinois and we cannot be canceled.

Regards,

Advocates for Awake IL

[www.awakeIL.com](http://www.awakeIL.com) | [info@awakeIL.com](mailto:info@awakeIL.com)

<sup>1</sup> <https://www.docsteach.org/documents/document/civil-rights-act-of-1964>

<sup>2</sup> <https://citizensrenewingamerica.com/issues/combating-critical-race-theory-in-your-community/>

<sup>3</sup> <https://www.archives.gov/founding-docs/constitution>

<sup>4</sup> <https://www.archives.gov/founding-docs/declaration>

<sup>5</sup> <https://www.archives.gov/founding-docs/bill-of-rights>

# Policy on Equality and Civil Rights in Education

## 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

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*School District/Organization Name*

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.

#### **Section 8. Tax-payer Funding**

This adopted policy shall prohibit the spending of tax-payer funds on staff/student workshops, initiatives, and/or curricula that are in conflict with the protected rights of the Constitution of the United States of America, the Declaration of Independence, and/or the Bill of Rights.