Brock Brade, NS class of 2012,

My girlfriend and her kids, as of now, will be attending North Scott next year. I have always been proud of this community and its education system, and I was a strong advocate to move them to this district for the quality of education. However, If I had known that critical race theory, white-shaming, and political steering were being “taught,” in several components across multiple grades, I wouldn’t have advocated giving this school any tax dollars.

This today is not about politics, unlike the political steering and indoctrination of the “exercises” we’re here to say no to today. It is about curriculum and making sure school-aged children of all races aren’t exposed to feeling ANY kind of way about the color of their skin or their low socio-economic status for which they have no control over. But specifically, the concept of children being taught to feel guilty about their race or socio-economic status is unnecessarily self-fulfilling and psychologically damaging. Why are we going outside of the curriculum to make race the central issue of our kids ‘relationships and existence? What positives are there from these exercises? Do they outweigh the negatives? Can the board articulate the intellectual grounds for which these exercises were done? If you can, is your reasoning intellectually honest when you articulate it? These teachings teach these kids that racial differences and socio-economic status are the most important and first thing that they should see, and that judgements should be made on said color of skin and status, and not the content of their character. This creates a divide. In fact, it was Martin Luther King JR. who said, “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.”

If we allow this kind of teaching to be taught in any fashion where do we go from here? These exercises are a step toward segregation. Let me illustrate for you. (show article/graphic)

This is a very slippery slope ladies and gentlemen. Once we start bringing race and socio-economic status to the forefront of everything, we open pandora’s box. Historically, there has been mass genocides in countries across Africa, Asia, and Europe that have had little or nothing to do with anything except the color of one’s skin.

These teachings are a step toward segregation and are quite literally the opposite of progressive. We will not stand for defamation of a school aged children simply for the color of their skin or socio-economic status. Are we going to tell the nearly 10% of white children in poverty that they have a special privilege for the color of their skin?

Each person’s life experience is different. And to think that we can assign a racial coefficient to determine what kind of life or hardship someone has gone through is the actual definition of absurdity.

As If kids drawing boxes to solve math problems wasn’t bad enough, I have to now potentially worry about my children coming home from school and asking me if they’re a bad person for the color of their skin, when they’ve been taught to not see race in the first place, only content of character.

And in conclusion, this is a pivot point for the district. We can either be united with real solutions, or we virtue signal and psychologically damage a generation of children. This thriving community was built successfully on a foundation that never once included these “teachings.” Thank you for your time and God bless.