

# Parent's Survival Guide

## How to Survive Public/Private Schools in

The  
Current  
Critical Race  
Theory  
World



<https://www.backontrackamerica.org>

# RESPONDING TO SOCIAL JUSTICE RHETORIC A Cheat Sheet for Parents

This cheat sheet is courtesy of the Oregon Association of Scholars. Authors: Drs. Bruce Gilley, Peter Boghossian & James Lindsay.

## **SOCIAL JUSTICE**

### **WHAT THEY MEAN IS...**

Group entitlements

### **WHICH IS...**

- **Reframing** of particular political demands as universal imperatives
- **A denial** of just rewards to individuals who follow the law

## **CRITICAL RACE THEORY**

### **WHAT THEY MEAN...**

Belief that people of European descent make society racist for their own benefit

### **WHICH IS...**

- **The view that racism** is baked into the system and inescapable
- **The view that racism** is present even if no one is racist
- **The view that all disparities** in group outcomes are due to racist systems

## EQUITY

### WHAT THEY MEAN IS...

Equality of outcomes + reparations

### WHICH IS...

- **A violation of equality** before the law
- **A dismantling** of the foundations of a free society
- **State management** of society by redistributing resources, opportunity, and access

## DIVERSITY

### WHAT THEY MEAN IS...

An identity-based approach to society;  
Includes only those who agree with  
Social Justice

### WHICH IS...

- **A violation** of individual identity; enforced intellectual conformity
- **Political quotas**; an attack on merit and a form of soft bigotry

 **INCLUSION****WHAT THEY MEAN IS...**

Restricted speech and justification for purges

**WHICH IS...**

- **Making People feel “welcome”** by banning anything they find offensive
- **An attack on freedoms** of association and speech
- **An enforced separation** of people by race (“neo-segregation”)

 **BIPOC FOLX****WHAT THEY MEAN IS...**

Non-European People

**WHICH IS...**

- **Used for neo-racist policies** (racism reborn as “progressive”) and stereotypes

 **IMPLICIT BIAS****WHAT THEY MEAN IS...**

**Unconscious Bigotry** as a result of socialization by oppressive systems

**WHICH IS...**

- **Shown not to be significant** on behavior above age 12
- **Mind-reading** that always finds what it seeks

 **DECOLONIZATION****WHAT THEY MEAN IS...**

Removing European influence

**WHICH IS...**

- **An attempt to delegitimize** the U.S. as a “colonial project”
- **Replacing universal equality** with illiberal non-European “traditions”

## **RACIAL JUSTICE**

### **WHAT THEY MEAN IS...**

Racial favoritism

### **WHICH IS...**

- **Using anti-discrimination laws** for unrelated political purposes
- **A violation of equality** under the law
- **Neo-racist** (racism reborn as “progressive”); group stereotyping

## **CULTURAL COMPETENCE OR RELEVANCE**

### **WHAT THEY MEAN IS...**

Catering to stereotypes associated with identity groups

### **WHICH IS...**

- **A blank check** to tell people that they are not sufficiently “culturally aware” and must modify their behavior
- **Indoctrination in Critical Race Theory:** neo-racism
- **An ineffective method with** no scientific evidence

## ● DISCRIMINATION

### WHAT THEY MEAN IS...

Judgment based on experience, facts, predictions, and preferences

### WHICH IS...

- **Claimed to be inexcusable** when exercised with respect to “minoritized” groups unless it makes them better off
- **Claimed to be required** against “privileged” groups to level the “playing field”
- **A tool** to achieve “equity”
- **Illegal**

## ● ENVIRONMENTAL JUSTICE

### WHAT THEY MEAN IS...

Environmental issues are race issues

### WHICH IS...

- **Using environmental protection** for unrelated political purposes
- **An ineffective & inefficient way** way to protect the environment

## ● WHITE PRIVILEGE/ SUPREMACY

### WHAT THEY MEAN IS...

European moral culpability

### WHICH IS...

- **Racist scapegoating** especially against economically disadvantaged Europeans.
- **Neo-racist** (racism reborn as “progressive”); group stereotyping

## **SYSTEMIC RACISM**

### **WHAT THEY MEAN IS...**

Differences in outcome are always due to systemic biases

### **WHICH IS...**

- **An attribution of group differences to vague “systems” imposed on them**
- **An attempt to “dismantle” freedoms and to forcibly redistribute public and private goods**

## **MICRO-AGGRESSION**

### **WHAT THEY MEAN IS...**

**Small slights** perceived as bigotry

### **WHICH IS...**

- **Weaponizing** the taking of offense to control others
- **Putting Perceived impact** above actual intentions
- **Claiming that normal** everyday interactions are bigotry



## **HATE SPEECH**

### **WHAT THEY MEAN IS...**

An expression of opinion that the accuser finds objectionable

### **WHICH IS...**

- Usually constitutionally protected speech
- Usually a reflection of political differences vs. expression of hatred
- A way to restrict the speech of others by claiming it poses a danger

## **ACCOUNTABILITY**

### **WHAT THEY MEAN IS...**

Using institutional and social power to force compliance

### **WHICH IS...**

- Bullying (i.e. shaming)
- Mob rule
- Heckler's veto (i.e. mockery)

# Know Your Rights as a Parent: Federal Law Regarding Student Surveys

**The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. Briefly, the law requires that schools obtain written consent from parents before minor students are required to participate in any U.S. Department of Education funded survey, analysis, or evaluation that reveals information concerning the following areas:**

- 1. Political affiliations;**
- 2. Mental and psychological problems potentially embarrassing to the student and his/her family;**
- 3. Sex behavior and attitudes;**
- 4. Illegal, anti-social, self-incriminating and demeaning behavior;**
- 5. Critical appraisals of other individuals with whom respondents have close family relationships;**
- 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;**

**7. Religious practices, affiliations, or beliefs of the student or student's parent\*; or**

**8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)**

**Source: US Dept of Education/Laws and Guidance  
<https://www2.ed.gov/policy/gen/guid/fpco/ppra/parents.html>**

## **Missouri Law and Access to Curriculum**

**170.231. Inspection by the public of instructional material, research and experimentation programs or projects. — The school board of each school district shall provide that all public school instructional material intended for use in connection with any public school classroom instruction, or any public school research or experimentation program or project, shall be available for inspection by any person. For the purpose of this section, "classroom instruction" shall mean any public school instruction involving teachers and students or peers and students; "research or experimentation program or project" shall mean any public school research or experimentation program or project designed to explore or develop new and unproven teaching methods and techniques.**

**Source: Revised Statutes of Missouri, 170.231  
<https://revisor.mo.gov/main/OneSection.aspx?section=170.231>**

## SECTION 1: Opt-Out Notice Form

**Use this form to legally opt-out your student from the following in public schools:**

- **Sex Ed**
- **Surveys on student health behaviors and risks**
- **health instruction in conflict with religious beliefs or personal moral convictions**
- **Statewide performance assessments**
- **Survey on student or parent personal beliefs or practices in sex, family life, morality, or religion.**

**Find your state's opt out form and instructions here:**

**<https://www.pacificjustice.org/resources/for-parents/public-school-opt-out-forms/public-school-opt-out-forms-content/>**

# Missouri Parent and Student Opt-Out Notice

Please take notice that my child is to be excused and exempted, for the current school year from the activities, programs, and instruction as indicated below.

Please take notice that I am exercising my right under 170 RSMO § 015 to remove my child from portions of the District’s human sexuality instruction as follows:

\_\_\_\_\_

Please take notice that my child shall not be administered any survey, analysis or evaluation that reveals: (1) political affiliations or beliefs of my child or me, (2) mental or psychological problems of my child or his or her family, (3) sexual behavior or attitudes, (4) illegal, anti-social, self-incrimination, or demeaning behavior, (5) critical appraisals of others with whom respondents have close family relationships, (6) legal recognized privileged or analogous relationships, such as lawyers, physicians, and ministers (7) religious practices, affiliations, or beliefs of my child or me, financial assistance under such program) (20 U.S.C. § 1232(h)).

Please take notice that I am conscientiously opting my child out of participation in adolescent violence prevention course because of religious reasons. (589 RSMO § 020);

This document shall serve as a written objection to immunizations of my child because of medical contraindications as per the attached statement from my physician. (167 RSMO §181) (*Attach statement from physician*).

This document shall serve as a written objection to immunizations of my child because of religious reasons. (167 RSMO §181). The immunizations objected to are as follows:

\_\_\_\_\_

This document shall serve as written notice that my child is to be exempt from eye examinations. (167 RSMO §195)

Keep this signed notice on file in my child’s cumulative folder.

Child’s Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Year: \_\_\_\_\_

Parent/Guardian(s) Address: \_\_\_\_\_

Daytime/Evening Phone Number(s): \_\_\_\_\_

Parent/Guardian(s) Names: \_\_\_\_\_

Parent/Guardian(s) Signature(s): \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

## SECTION 2: Opt-Out Templates

**If you have encountered questionable or concerning curriculum, assignments, or assigned reading in your child’s classroom, use this guide to take action. Start by talking to your student’s teacher and school administrator, and work your way up from there if you do not achieve your desired results.**

### **1. Gather Information and Talking Points.**

**A. Obtain copies of curriculum, texts used, lesson plans, or assignments. To obtain copies, it is often best to submit a written request to your students teacher or school administrator.**

**B. Identify relevant portions and make a list citing each source the information came from.**

### **2. Consider Your End goal.**

**A. Do you want this curriculum/ assignment/ etc. to be removed from the classroom entirely? If so, be**

**B. Do you want this curriculum assignment/etc. to be supplemented with a different viewpoint? If so, be prepared to suggest the counterpoint.**

**3. Create a List of Leaders to Contact**

**A. Use your school district, city, and state websites to obtain names and contact information for decision-makers.**

**B. Start small and local, and move your way down the list as needed:**

- Your child's teacher and principal of the school
- School Parent Teacher Association or Advisory Board
- School Superintendent
- School Board members for your district
- City Council
- City Mayor
- Members of state legislature's education committee
- State education board
- State legislators
- State Governor

4. Recruit Other Parents and Stakeholders
  - A. It is true that there is power in numbers. Even a small group communicating their concerns and making requests can influence change.
  - B. Gather others who share your concerns. They can be parents from your school or district, neighbors, family members, or members of any social or religious groups you're part of.
  - C. Write a simple letter (see our template in section 3) or phone script to share with your group. Have your group members contact your designated decision-makers using the script to guide the conversation and/or correspondence.
  - D. Have members record contacts and responses.
  - E. Press the leaders for specific actions they can and will take.
  - F. When a leader responds positively to your contact, ask them to provide the names of others you can reach out to.



- G. Use your script for talking points when speaking at school board meetings, parent-teacher meetings, PTA meetings, and city council meetings.
5. Be Persistent.
- A. Don't give up if you do not achieve a favorable response from leaders. Have multiple members of your group contact them and pressed them for action.
  - B. Record responses from leaders, follow-up, and hold him accountable for what they say they will do.

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## **How to Opt Out of Graphic Reading Material:**

For classes that include reading assignments, look at the syllabus carefully. Look for the list of reading assignments. If there are any assignments you do not want your child to read, email the teacher and request an optional reading assignment for your child.

If no syllabus is received, email teachers and request a hard copy of the syllabus to be sent home that includes all reading assignments.

## **Books Read Out Loud in Class**

These books might not be included in the syllabus and therefore not considered an assignment. You will also have to ask the teacher to send that information home in advance. **DON'T BE FOOLED**, even if the title sounds harmless, check on every book.

## Template Letter/ Script for Communication with Your School District

**Greeting:** Hello, [NAME].

**Identification:**

I'm [NAME], a [mom, dad, grandparent, community member] in [CITY]. I'm calling/writing on behalf of concerned parents and community members.

**Reason for call/email:**

I'm calling/writing to you regarding [curriculum/topic] being used in my child's classroom. I'm concerned about it because [Summarize your opposition in a couple of sentences. Insert facts or statements from experts who also oppose.].

**Make your request:**

I represent a group of local voters and parents who oppose [curriculum/topic] being used in the classroom, and we'd like your help in correcting this. Given the [inaccuracies, list other concerns], we want this [removed from the classroom or replaced with XX].

**Wait for a response:**

If the response is favorable, ask specifically what he/she can do to address the issue. Ask him/her for others you can contact who may support you or have the ability to take action on the issue. If the response is unfavorable, record the response and move on. Consider having others in your group reach out again to those who responded unfavorably for added pressure.

**To join PREP, visit [PragerU.com/prep](http://PragerU.com/prep)**

# Template Letter to Opt out of Electronic Assignments

Hello **[Teacher Name]**,

I am requesting that my child, **[child's name]**, **be given hard copies of assignments in place of (or combined with) electronic assignments. I understand that this request requires extra time and effort on your part. I greatly appreciate your commitment to educating my child.**

Having a hard copy of assignments **helps my child to keep track of assignments, helps me to know what is going on in my child's class, and helps my child to have less screen time and more opportunities to work on hand-writing and to use fine-motor skills.**

Again, thank you for cooperating **with my request. I am looking forward to working together with you this school year.**

Thank you,

**[Parent name]**

Be the Champion for your Child!

