Protecting Our Children from Oregon Public Education

Dr. Bruce Gilley, Oregon Association of Scholars
Summary Points

• Harmful educational ideology emerging from Schools of Education is becoming pervasive in Oregon’s K to 12 system

• The ideology comes through top-down educational mandates that ignore the concerns of parents, families, and communities

• Parents are not being informed, are being denied opportunities to opt-out, and are seeing their central role in their children’s lives undermined

• The spread of this ideology will cause long-term harms for Oregon children

• This affects all children in Oregon, including those in private, home, and charter schools

• BUT we have the ability to change this simply by informing and sharing – Parents can put themselves back in charge of their children’s futures!
Students on the run from abusive education mandates

- Sexuality training (2016)
- Grievance studies (HB 2023)
- Holocaust misuse (SB 664)
- No action on school choice (SB 437)
- Segregated education (HB 2864)
- Race-based history (HB 2845)
- Fake native American history (SB 13)
Key Points for Legislators

• Do not defer to the judgements of ODE or professional educationalists. Their “expertise” is suspect on most critical educational issues.

• Start with parents and end with parents in seeking to shape educational policies and priorities.

• Put accountable school boards back in the role of implementing K-12 education in Oregon.

• Keep radical educators in their place. They do not have the right to indoctrinate our children.
Race-Priming
“The Problem” according to ODE: Too many white children

Opening PPT slide at Statewide Educator Equity Summit
September 25, 2018
Presentation by Colt Gill, Director

https://www.cosa.k12.or.us/events/2018equity
Reasons for white (and Asian?) educational success according to Lake Oswego School District

- Diligent study and smart choices
- Family norms and support
- Pro-educational
- White privilege ("an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, code books, passports, visas, clothes, compass, emergency gear, and blank checks.")
Diversity = Racial/Cultural Essentialism

“Diverse – culturally or linguistically diverse characteristics of a person, including: (a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or (e) A first language that is not English” (Oregon Educator Equity Report, 2019, p. 11)

“I am continually surprised by how white Oregon is. “ -- Talk Circles, OEA Transforming Our Schools (Oregon Educator Equity Report, 2019, p. 17)
Education as Political Activism
PPS Textbooks: Keeping your children culturally illiterate since...
Lincoln High School: Frontline of the Revolution

- Lincoln High School social studies teacher Chris Buehler bases his “entire curriculum” on the America-hating communist and history-fabricating Howard Zinn

- Communist/Socialist Zinn Education Project and Rethinking Schools are official partners of Portland Public Schools
Education as Show Trials Prosecuted by “The People”

- Christopher Columbus on trial
- Fossil fuels on trial
- Native American genocide role play (white people on trial)
- Sexual assault (boys on trial)
- Language police (everyday language on trial)
- Interrupting Islamophobia (Christianity on trial)
- Gay-Straight Alliance (heterosexuality on trial)
- Meritocracy ideology (merit on trial)
Student Walk-Outs Led by Teachers
-- Social and Emotional Learning --
Education as Soviet-Style Psychological “Correction”

Watch Video Here

Video: Authors of New Pioneer Report Discuss Social-Emotional Learning
Hating America
Death to America!

“Systemic racism in the United States dates back long before the American Revolution. If you haven’t yet read the 1619 Project by the New York Times, I can’t recommend it highly enough. The foundation and expansion of the United States has included oppression of others -- from the Native American tribes who were here for thousands of years before colonists arrived, to those brought here in bondage from Africa, and those who came here willingly from places like China. In many ways this colonization continues today.” – ODE Director Colt Gill, February 2020 Education Update
Oregon Teacher Training 101: The American Dream is Racist

- Racism and Classism blur the unique identities and contributions of students, their families and some of our staff.
- Teachers and school leaders must embrace the “community cultural wealth” that all students bring to school.
  - Revisit “The American Dream” mythology.
- Schools need “wrap-around services” to address the social needs of families living in poverty.
  - Respect for families’ economic conditions, culture, language, ability, gender identity, sexuality, religion and other factors must shape the “delivery” of those services.


https://www.cosa.k12.or.us/events/2018equity
Today we respectfully acknowledge that the land on which we are gathering today is the traditional homelands of a diverse array of indigenous tribes and bands. Albany rests on traditional village sites of the Tsankupi and Kalapuya and many other Tribes who made their homes along the Willamette River.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial.

It is also important to move beyond acknowledgement, and reflect on your own history that brought you to this place. We are all responsible for understanding the history of colonization and genocide of indigenous people, and to commit to learning, building relationships and action to support indigenous sovereignty, priorities and actions.

Fake Native American History: timeless, peaceful, victims

Land acknowledgement adapted from and credited to Native American Youth and Family Center
“With the horse and the necessity of expanding their hunting territories, they had to encroach upon the habitat of other peoples, thus creating a situation which is one of the causes of warfare.”
Inclusive Land Statement for Oregon

- Oregon is an amazing state in which we are all descendants of settlers and colonizers. Only the rocks and mountains have been here since time immemorial.
- Early native American groups, whose ancestors immigrated across the Bering Strait, were the first to settle here. European, Chinese, and African-American settlers followed.
- Gradually the rule of law in our American constitutional government replaced force with fairness in land claims.
- Today, more colonizers continue to arrive in our great state, especially from Latin America.
- We are all settlers and colonizers. We all own and steward the land. No one has special rights or claims over Oregon. We are all sovereign here.
Replacing Parents in Sexuality and Gender Issues
Grade 1: Learn how to choose your gender identity

Grade 4: Learn how to ask for sex

Grade 7: Learn how to use a condom

Grade 10: Learn how to have an abortion

(Grade 12: Learn how to spell “orientation”)
"Resources" for Your Child on How to Change Their Gender Identity

Reggie’s Guide to Changing Your Name During Your Transition
By: Reggie Eaton

Hi, my name is Reggie, I use He/They pronouns, and I identify as a Queer, Trans-masculine, Person of Color. I am usually known as “that loud, gay person who just won’t shut up about music”. I used to call myself Alexander/Xander/Alex, but those names don’t suit who I am anymore. My name and pronouns have a significant meaning to me. They mainly help affirm my identity to those that cannot place me in their understanding of the gender binary and choose to misgender me and insult me for being my authentic self. To me, names are similar to any other label. Similar to gender and one’s sexual and/or romantic attraction (if any), names and pronouns are as flexible or as rigid as they need to be. My pronouns and the use of them have changed over the years, and I am now at a comfortable place to announce them and live my full truth.

When I first came out to my family, friends, and supporters, the reaction was overwhelmingly positive. I was welcomed into the hearts of those who care about me with open arms. I connected with my school counselor who helped me settle on ways to announce my name change. I decided to send an email, similar to the template I created (below), to all the teachers I had that year. It was easier for me to send it in an email than confront my teachers about the change face to face. As I got closer to my teachers and school counselors, I felt more comfortable talking about the transition pieces of my life. Most teachers were pretty accepting and compassionate to my situation and embraced the change altogether. I made great connections to my French and English teachers during this time, which made the social transition painless.
Sexuality Training as Conformity and Indoctrination

Mountainside High School sexual consent training

Communist cadres in China policy training
“If we are not talking about these identities, our silence is still sending a message.”

“Make gender relevant to everyone, while centering folks who identify as gender expansive themselves.”

“Colonialism (in the U.S.: white, European, Christian, etc.) has attempted to violently erase vibrant and culturally unique understandings of gender here and around the world.”

--- Oregon Teacher Training Institute Comprehensive Sexual Education (K-5) training materials (2020)
Your tax dollars for mixed gender bathrooms in kindergarten

Hillsboro School District Elementary School #29 (opening 2022)

HILLSBORO SCHOOL DISTRICT BOND
Fulfilling the 2017 bond promise for the future of Hillsboro’s students
Solutions
Let’s hear from Oregon parents

Jodie Patterson, a black woman in Brooklyn, New York with a “transgender” child, represents the parents of public school children in Oregon according to ODE, PPS, and Multnomah County.
Parents and the Public Can “Vote No”

These parents in Minnesota have twice defeated bond measures to raze their local elementary schools in favor of a large system-wide school, citing parental control of their children’s education and their decisions to leave major urban school systems controlled by radicals as a key factor.
Be prepared to be told that...

“There is a lot of research.”
“This is best practice.”
“We have all agreed to this.”
“Are you some kind of ____ist?”
“There is always resistance to progress.”
“This is required by law.”
“You are shedding white (Asian?) tears.”
“Check your privilege.”
“I have a Ph.D. in Education.”
“Questioning this is a form of harassment and microaggression.”
“Students of color really benefit from this and support it.”
Pledge of commitment

Not Naming Our Pronouns
- Pronoun dysphoria is an ideological position not an educational need
- Preferred pronouns represent compelled speech, which is illegal, especially when it violates religious freedom

Not Hating the U.S.
- We will reject sweeping claims that our country is patriarchal, genocidal, imperialistic, climate-killing, and racist
- We will affirm our patriotism and our love of American traditions

Not Racializing Students
- We will call out racist language that singles out white or European students for shaming
- We will call out the soft bigotry of “victimization” for its demeaning attitudes towards non-white student groups
- We will call out the overt racism of downplaying the existence of high-achieving minorities
Save the Children of Oregon

**Parental Control**
- We will defend the fundamental right of parents that their children be protected from psychological, political, and social abuse by radical educationalists
- We will affirm the rights of parents to opt-out of or reshape inappropriate education

**Political Action**
- We will draw attention in the media and in the legislature and in school boards to the stealth attempts to debase public education through radical ideologies
- We will lobby to defund radical school boards, to reject bond measures, to encourage private and charter school vouchers, and to control teacher unions who advance this agenda

**Snowflake Pushback**
- We will reject unfounded actions to prevent alleged bullying, “microaggressions”, discrimination, sexual assault, and “unsafe” feeling, demanding that such actions be based on objective data, confirmed evidence, a presumption of innocence, and due process
- We will challenge the legality of student reporting processes
Organize, Advocate, Educate

- Oregon Senate Committee on Education: Senator Dallas Heard
  sen.dallasheard@oregonlegislature.gov
- Oregon House Interim Committee on Education: Representative Cheri Helt
  Rep.CheriHelt@oregonlegislature.gov
- Oregon Department of Education: Office of the Director: Director of Communications: Marcus Siegel: marc.siegel@ode.state.or.us
- Your local elected school board members
- Your local parent groups
- Oregon Association of Scholars: info@oregonscholars.org